DOCUMENT RESUME

ED 146 416 08 CE 013 441

TITLE New York State Continuing Education Needs Assessment. Report No. 1: Statewide Analysis.
INSTITUTION New York State Education Dept., Albany. Div. of Continuing Education.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE Jan 77
NOTE 420p.

EDRS PRICE MF-$0.83 HC-$22.09 Plus Postage.
DESCRIPTORS Access to Education; *Adult Education; *Adult Education Programs; *Adult Educators; *Adult Students; *Educational Development; *Educational Needs; Educational Problems; Educational Research; Inservice Teacher Education; Needs Assessment; State Surveys; Statewide Planning; Student Motivation; Student Needs; Student Opinion; Student Participation
IDENTIFIERS *New York

ABSTRACT

A study was done to gather and compare data regarding continuing education needs of New York State adults, the present delivery system for continuing education in the state, and inservice training needs of continuing education faculty and administrators. The study had a three-part data collection effort. Subsequent to developing survey instruments, 20,486 New York State adults were interviewed regarding their continuing education needs, providers of educational opportunities for adults were surveyed concerning their program offerings, and administrators and teachers in continuing education programs were surveyed to assess their inservice training needs. The findings included these: (1) Most adults are interested in learning, (2) the choices of adults reflect a wide variety of learning interests, (3) the choices and reasons given for the selection of a first-choice learning interest differed according to the adult's life situation or special characteristics as a potential learner, (4) for a variety of reasons, many adults do not participate in organized continuing education activities, (5) the present continuing education system in New York State is largely self-supporting, and (6) nearly two-thirds of continuing education administrators and 90% of the teachers surveyed are employed part-time. (This report includes 212 tables, a proposal for a three-year plan of action and the survey instruments.) (EM)

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NEW YORK STATE
CONTINUING EDUCATION
NEEDS ASSESSMENT

Report No. 1: Statewide Analysis

The University of the State of New York
The State Education Department
Division of Continuing Education
Albany, New York
January, 1977

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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Funds to support this project
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Section 309, PL 91-230, III
as amended.

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Acknowledgments

The New York State Education Department is most appreciative of the many people who generously contributed their time and assistance. Without their cooperation and special talents, an undertaking of this scope would not have been possible.

Special thanks are due to the more than 2,000 volunteers in the approximately 700 school districts who conducted over 20,500 survey interviews.

We are deeply indebted to the following Directors and Deans of Continuing Education who volunteered to serve on regional committees for the management of the survey. These men and women gave unstintingly of their time in the data collection process as well as in the recruitment and training of the volunteer interviewers. Their participation was central to the success of the regional efforts.

Region I, Western: Angela Cruser, Regional Manager, Amherst Central Schools; Ronald Billo, Iroquois Central Schools; Charles Claar, Genesee Community College; Gerardo Franciosa, Niagara Falls City Schools; Stephen Godfrey, Kenmore School District; Gunnar Lindstrom, Silver Creek School District; Konrad Maier, West Seneca Central Schools; Donald Pearce, Cheektowaga School District; Susan Peavy, Cattaraugus County BOCES; David W. Petty, Jamestown Community College; John Woodruff, Jamestown City Schools.

Region II, Genesee Valley: Robert Holtz, Regional Manager, Greece Central School; David Anderson, Rochester City Schools; John Cotnam, Monroe Community College; William Farnsworth, Spencerport Central Schools; Nicholas Naccarella, Monroe BOCES #1; Bruno Rodgers, Livingston - Steuben - Wyoming BOCES.

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Charles B. Pomicter, Oswego BOCES; Reed Tinkler, New Hartford Central Schools; Vito Tisci, Ilion Central School.

Region V, Northern: Rene Valentine, Regional Manager, Jefferson Community College; Frank Bergau, Governeur Central Schools; Robert Johnson, State University of New York - Potsdam; and William Fournier, State University Agricultural and Technical College - Canton, Regional Managers; Stuart Chase, Malone Learning Center; Harry Clark, St. Lawrence Psychiatric Center; Sylvia Connoly, Mater Dei College; Harold Curtis, Jefferson BOCES; Anne Earle; Manpower Educational Center, Malone; Michael Schwartz, Clinton Community College; Robert Wheeler, St. Lawrence Psychiatric Center.

Region VI, Capital: Edwin Agresta, Schenectady City Schools and Marie Sparling, Washington - Warren - Hamilton BOCES, Regional Managers; Josh Fuchs, Albany - Schenectady - Schoharie BOCES; Russell Mauch, Columbia - Greene Community College; Eugene Monaco, Hudson Valley Community College; Garrett Murphy, Albany City Schools; Robert Oliver, South Colonie Central Schools; Howard Steggs, Shenendehowa Central Schools; Robert White, Greene - Delaware - Schoharie BOCES.

Region VII, Hudson Valley: Arnold Naroff, Orange - Ulster BOCES and Jack Gelbard, East Ramapo Central Schools, Regional Managers; George Bivona, Associated Colleges of the Mid-Hudson Region; Philip Fey, Rockland Community College; Sterling Goplerud, White Plains City Schools; Edwin Hostetter, Dutchess BOCES; George Jamow, Rockland BOCES; Elliott Lethbridge, White Plains City Schools; Robert Ludwig, Sullivan BOCES; David Michaud, Orange County Community College; Robert Mosley, Dutchess Community College; Jean Napper, Chappaqua School District; Barbara Wanson, Associated Colleges of the Mid-Hudson Region.

Region VIII, Nassau: Agnes Drummond, Port Washington Public Schools and David Rauch, Great Neck Public Schools, Regional Managers; Leonard Brickman, Hofstra University; Charles Carter, BOCES Adult Occupational Cneter - Albertson; Alex Greenblatt, Bellmore - Merrick Central High School District; Donald Hoak, Nassau VEEB; Eleanor Hollander, Malverne Public Schools; Morton Horowitz, Oceanside Public Schools; Matthew Levy, Nassau BOCES; Zippora Liben, Hofstra University; John McGinn, Hewlett - Woodmere Public Schools; Mary Morris, Nassau BOCES; Raymond Parker, Uniondale Public Schools; Melvin Rosen, Glen Cove City Schools.

Region IX, Suffolk: Allen Robinson, Regional Manager, Patchogue - Medford Public Schools; Walter Guendel, Smithtown Central Schools; Lionel Schuman, Miller Place Public Schools; Sharon Stevens, Suffolk BOCES #1; Richard Talbot, Suffolk BOCES #3; Irene Taylor, Northport Public Schools.

The following members of the staff of the Cornell Institute for Research and Development in Occupational and Continuing Education, Cornell University are owed a debt of thanks for their valuable input throughout the survey. Heles Veres coordinated the Institute's activities from the inception of the project. Her untiring efforts in the development of the needs assessment instrument, the development of the interviewer training package, the tabulation of the data of the needs assessment survey and the

staff development survey, as well as providing technical assistance to the Division staff and the regional committees is deeply appreciated. She was ably assisted throughout the project by Mary Margaret Carmichael, Evelyn Hockberg, Hinda Neufeld, Raymond Reisinger, Caroline Rumsey, Simeon Slovacek, Daniel Tobin, Richard Volkroth, John Wilcox, formerly Director, Cornell Institute for Research and Development in Occupational and Continuing Education, and Gene Winter, currently Acting Director of the Institute.

Our particular thanks go to William Robbins, Director of the Two-Year College Development Center at the State University of New York at Albany, and his staff members: Nancy Hoddick and Kathryn Martens who assisted in the coordination of the various components of the project as well as providing ongoing technical assistance, Eileen and Thomas Hitter who tabulated the data for the State of the Art Survey, and Martha Wheeler for her assistance in staff development activities, and Lorraine Zinn who served as technical writer and general editor of the statewide report.

John Ether, Professor at SUNYA, School of Education, directed the evaluation of the various states of this project. He was assisted by Professors Dan Ganeles and Joseph Bosco and by graduate students Nancy Papish and Lawrence Healy.

A special committee which designed the staff development questionnaire for the teacher survey was comprised of: Dawn Cooper Bahar, Tompkins Cortland Community College; Robert Holtz, Director of Continuing Education, Greece; Myron Kayes, formerly Director of Continuing Education, Columbia - Greene BOCES; Victor Lauter, Dean of Continuing Education, New York City Community College; Nicholas Naccarella, Director of Continuing Education, Monroe BOCES #1; and David Rauch, Director of Continuing Education, Great Neck.

Robert French, Director of Continuing Education at Liverpool Public Schools, formerly President of the New York State Association for Continuing/Community Education, and his successor, Morton Horowitz, Director of Continuing Education, Oceanside, currently President of NYACCE, and their executive committees provided initial and ongoing support for the survey and assisted in the communication system for the regional management teams.

Frank Hodge, State University of New York at Albany, and Richard Sawyer, Touro College, New York City, served as technical writers for various components of this report.

Throughout the entire project the following staff members of the State Education Department, Division of Continuing Education gave willingly of their time and expertise: Leigh Brassaw, Neil Carr, William Freeman, Robert Gallagher, Harvey Johnson, William Jonas, Michael Levine, Lois Matheson, Donald Sevits, Theodore Turone and Harold Williams.

6

Thanks are particularly in order to Joseph A. Mangano, Chief, Bureau of General Continuing Education, who served as Project Coordinator for this undertaking.

Mary L. Reiss

Mary L. Reiss, Director
Division of Continuing Education
New York State Education Department

Albany, N.Y.
January, 1977

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Foreword

Continuing Education in New York State has grown rapidly in popularity in the past decade. With hundreds of thousands of registrants in the public school sector alone, and the wide diversity of courses available to the general public, the Division of Continuing Education became aware of the desirability of a study to determine the needs for continuing education and the extent to which these needs were being met.

Aware of the surveys being conducted by institutions of higher education under Title I of the Higher Education Act of 1965, the Division conceived of a similar study which would supplement the data being gathered by these studies. On a statewide basis, this comprehensive study was designed to gather and compare data regarding continuing education needs of New York State adults, the present delivery system for continuing education in the state, and in-service training needs of continuing education faculty and administrators.

Three-Part Study

The study was planned to include three major components:

1. Assessment of Continuing Education Needs of New York State Adults. A "Needs Assessment" was designed to obtain information from adults about their perceived learning needs, as well as the constraints which might interfere with the satisfaction of these needs. A special interest was taken in the subgroup of the total population whose members had less than a high school education.

2. Survey of the Continuing Education Delivery System. A survey of public educational institutions (State of the Art Survey) was designed to discover the full range of learning opportunities and the conditions under which

they were available. The three types of educational institutions surveyed included the public schools, Boards of Cooperative Educational Services (BOCES) facilities, and public two-year colleges.

3. Assessment of In-Service Training Needs of Continuing Education Staff. A survey of continuing education faculty and administrators (Staff Development Survey) was planned to identify their in-service training needs and determine the conditions under which those needs could best be met. Although New York State has a long history of providing services in continuing education, there has been little formal training provided for administrators or staff in these programs.

Cooperative Effort

It became evident early in the planning stages that a study of this magnitude could not be undertaken without the cooperation of many educational institutions, professional educators and lay citizens.

Because of its previous experience in conducting a similar study in central New York, the Institute for Research and Development in Occupational and Continuing Education at Cornell University was requested by the State Education Department to undertake the planning and execution of the project.

The organization of the Needs Assessment was done on a regional basis. With the exception of New York City and the remaining four largest cities, the state is divided into forty-six (46) supervisory districts, each encompassing within its territorial limits its share of the local school districts. It was decided that the supervisory districts, including the two-year colleges located within their geographical limits, would be the smallest reporting units. It was also decided that it would not be practical to include New York City in the Needs Assessment because of the massiveness of the undertaking.

The state was divided geographically into nine regions, with each region encompassing a certain number of the supervisory districts. A regional manager was appointed for each region. These managers were directors of local programs who had evidenced deep interest in the development of continuing education and who possessed leadership and managerial capabilities.

The regional managers subsequently developed committees representative of the supervisory districts within the region. Committee members were chosen from among the local Directors of Continuing Education in the public schools and BOCES facilities, as well as the Deans of Continuing Education in the public two-year colleges.

The members of these committees assumed the management responsibilities for their supervisory districts. Local directors assumed the management responsibilities for their districts. In school districts which did not offer continuing education, the Director of Continuing Education of the BOCES or another member of the committee contacted the Chief School Officer of that community to apprise him of the project and to seek his help.

Management responsibilities included securing an adequate number of volunteer interviewers to conduct the survey, administering the training program for these volunteers and disseminating, collecting and forwarding the survey materials. This regional management system was also used to implement the two remaining components of the study, the State of the Art Survey and the Staff Development Survey.

The Staff Development Survey instrument was designed by a committee representative of the three types of educational institutions, with the assistance of the Two-Year College Development Center at the State University of New York - Albany (SUNYA). Beyond the usefulness of data which could contribute to the planning of staff development opportunities, the Division felt that it would be useful to determine the extent to which the staff development needs of personnel in the two-year college programs would be similar to those of the personnel in the public school continuing education programs. Thus, the cooperative effort was maintained throughout the study.

Regional Reports

In order to maximize the usefulness of the study, the data were analyzed on a regional basis for use in the development of regional reports which would have implications for regional planning. The regional data were submitted for analysis to teams representing each of the regional committees. The regional teams are currently in the process of developing regional reports utilizing data from the Needs Assessment and the State of the Art Survey. Abstracts of these reports are included as appendices to this statewide report. It is expected that when the reports are completed they will be a valuable tool for regional policy-making and planning.

RESEARCH METHODS

The concern for better information about the needs of the adult learner and the services provided by the existing delivery system for continuing education led to the development of the present study--an effort directed to supplying improved information for continuing education planning. The study consists of a three-part data collection effort: (1) the assessment of the continuing education needs of New York State adults, (2) an examination of the present delivery system for continuing education in the state, and (3) an assessment of the in-service training needs of continuing education faculty and administrators. Each of these components of the larger research effort is discussed separately in this section.

Assessment of Continuing Education Needs of New York State Adults

In the Fall of 1975, a survey instrument (Appendix A) to obtain information from adults about their perceived learning needs was developed and field tested by staff of the Institute for Research and Development in Occupational and Continuing Education at Cornell University. Insofar as it was possible, this instrument was constructed to elicit data comparable to other regional and national studies of continuing education. These studies include the national data gathered in 1972 by the Commission on Non-Traditional Study (Carp, Peterson and Roelfs, 1974) and the several regional studies conducted in New York State under a grant of funds from Title I of the Higher Education Act of 1965 in cooperation with the New York State Education Department.

The Survey Instrument. The instrument was designed to obtain information from adults in personal interviews covering the following major areas:

1. Background information on the adults surveyed.

2. Past participation in continuing education activities.
3. Expressed learning interests.
4. Obstacles to participation in continuing education activities.
5. Preferred conditions for participation in continuing education.
6. Potential for utilization of counseling and advising services for adults.

The questions based on each of these areas were constructed in a multiple choice format with answers recorded on a machine-scorable form. The majority of these questions had precoded response categories with responses such as "other" or "don't know" included to provide for answers not specified among the choices. In addition, interviewers could record other comments or special information from the survey participant on an interviewer summary sheet. This method was considered to be the most efficient way of handling the vast amount of survey data while permitting the recording of special circumstances among the very large sample population.

The resulting survey questionnaire was field-tested with adults of various ages and educational backgrounds. It was then subjected to special review by professionals in the field of continuing education. Following the field test and review, the preliminary questionnaire was revised and the final version prepared for administration to survey participants. The length of the average interview was approximately one-half hour.

Needs Assessment Management System. Since an important objective of the needs assessment study was to obtain data about continuing education needs for local area planning, the survey questionnaire was administered in local communities throughout the state. The State Education Department regional structure (nine regions) was employed to divide the state for purposes of the survey. These regions are shown in Figure 1. For each region, a regional

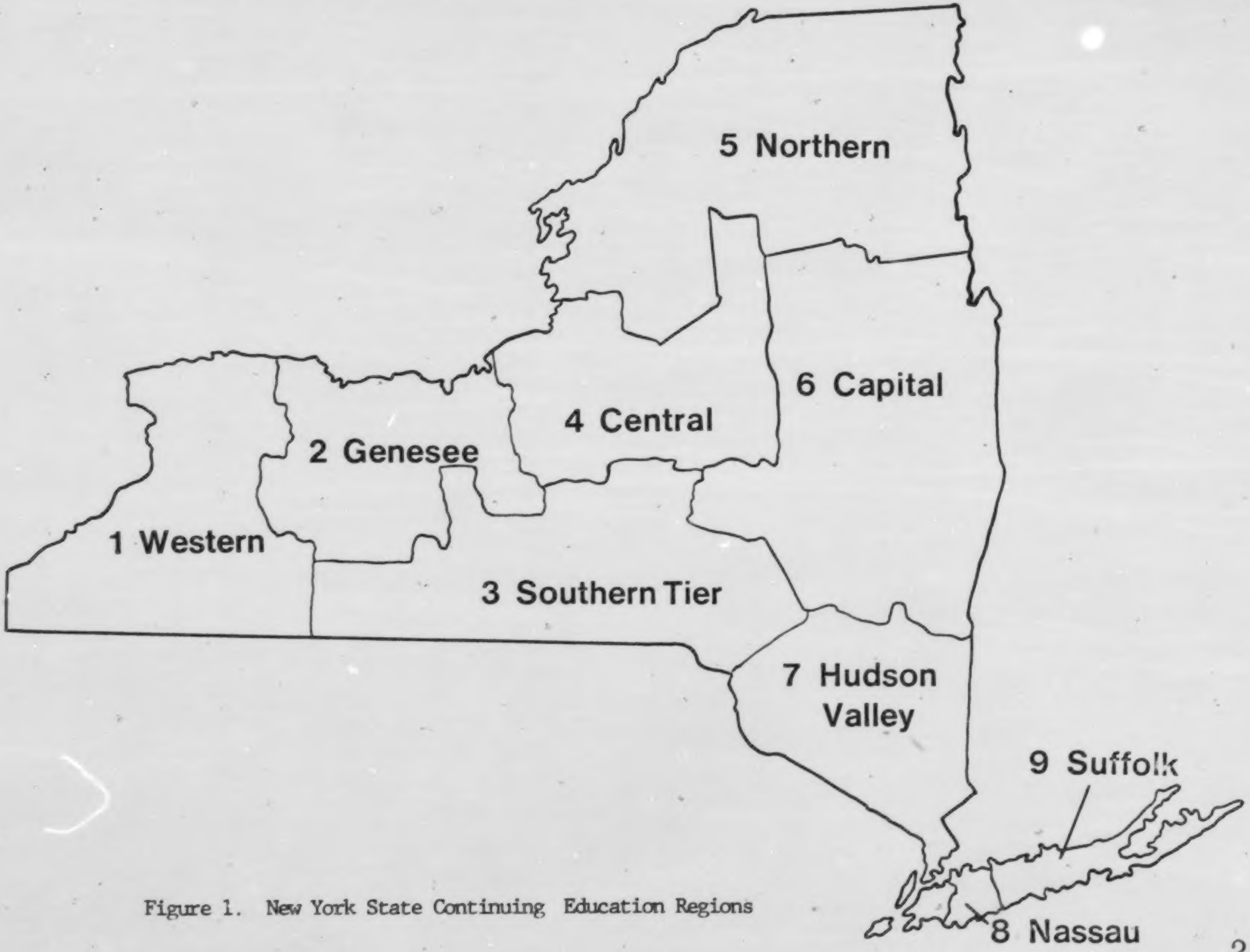

5 Northern
6 Capital
4 Central
2 Genesee
1 Western
3 Southern Tier
7 Hudson Valley
9 Suffolk
8 Nassau

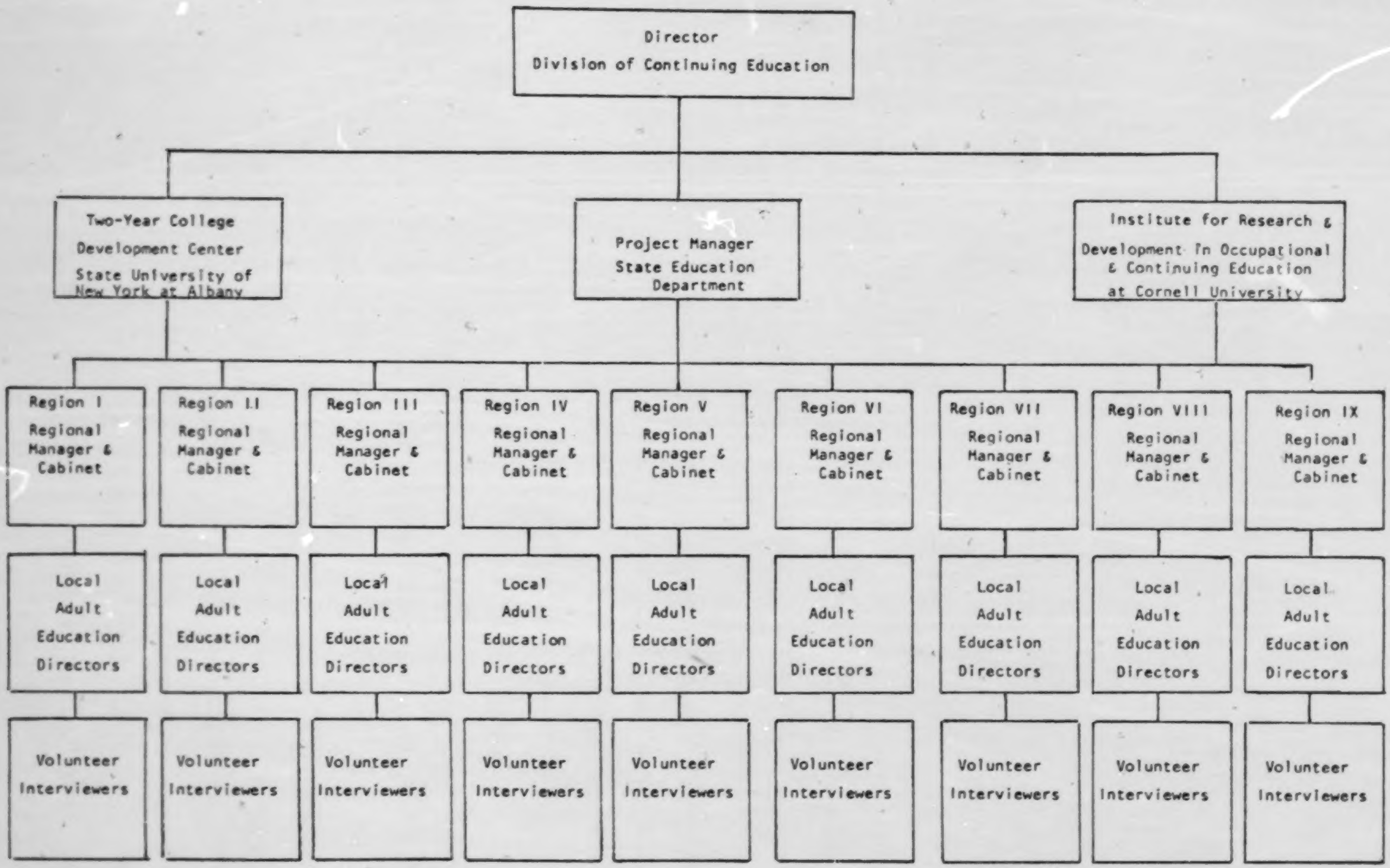
Figure 1. New York State Continuing Education Regions

manager or survey coordinator was selected to supervise the administration of the survey in that region. These persons were selected according to several criteria. The managers were (1) recommended by the regional supervisor; (2) one of the perceived leaders in adult and continuing education in the area; and (3) persons with full-time or major responsibility in the field of adult and continuing education in their educational institution. The regional managers were aided in the task by other continuing education professionals who made up a regional cabinet. The resulting team was responsible for selection and training of interviewers, distribution and collection of materials, carrying out the sampling plan as well as other administrative duties associated with the survey. The structure of the management system is diagrammed in Figure 2.

Selection and Training of Interviewers. It had been determined that personal interviews with adults about their continuing education needs would produce the most valid and reliable information for survey purposes. Consequently, the selection and training of interviewers was an important and essential step in the survey process.

The regional team members and local Directors of Continuing Education programs identified potential interviewers according to certain prerequisites. As nearly as possible, local directors were asked to select interviewers who would meet the following specific criteria:

1. Be a resident of the survey area assigned. (In a minority group area interviewers should be representative of the minority population.)
2. Be familiar with and interested in the improvement of education levels and capabilities of local residents.
3. Be able to articulate the purposes of the research project and accurately administer survey questionnaires.


Director
Division of Continuing Education
Two-Year College
Development Center
State University of
New York at Albany
Project Manager
State Education
Department
Institute for Research &
Development in Occupational
& Continuing Education
at Cornell University
Region I
Regional
Manager &
Cabinet
Region II
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Region VIII
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Manager &
Cabinet
Region IX
Regional
Manager &
Cabinet
Local
Adult
Education
Directors
Volunteer
Interviewers

Figure 2. The Management System: Continuing Education Needs Assessment

4. Be known to or familiar with the program of work of the local Director of Continuing Education and be willing to accept supervision from his/her office for conduct of the study.
5. Agree to participate in and complete the interviewer training plan.
6. Be recommended by the Continuing Education Director.

The interviewers thus identified were then trained in the administration of the structured interview questionnaire. One or more group training sessions were held in various local communities in each region. In these sessions, interviewers were given specific information related to the survey and received practice in administering the questionnaire. In order to insure maximum cooperation from community residents, interviewers were furnished with an identification card stating the interviewer's name, the purpose of the survey and an endorsement by the local Chief School Officer.

The Sample of Adults. For this survey of continuing education needs, the population of interest was identified by the State Education Department as all persons age 16 or older who were not currently full-time students. Each school supervisory district throughout the state was instructed in methods of randomly selecting 700 of its adult residents to be interviewed. It was suggested that the total number of interviews be apportioned in clusters of five interviews per neighborhood to facilitate the use of interviewer time. Since the project had special interest in the responses of under-educated adults, interviewers were instructed to use special effort in their attempts to obtain responses to the questionnaire. In several areas with large non-English-speaking populations, the use of bilingual interviewers enabled these residents to be surveyed.

The resulting sample included a total of 20,486 New York State adults, excluding New York City. Because of the special problems involved in conducting personal interviews in the densely populated city, it was decided that different techniques might be used at a later date to gather data from this important population. Consequently, the obtained data reflects a sample drawn from a population base of 10,342,084 upstate New York residents (1970 Census). Of this total, 5,843,416 persons were age 25 and over (57% of the upstate population) and could be expected to constitute a potential audience for continuing education services[1].

Demographic characteristics of this sample of adults were compared with demographic characteristics of the population base of upstate New York residents identified in the 1970 Census. As shown in Table 1, this sample appeared to be representative of the population of adults in the state (excluding New York City).

The interview technique yielded a sample with some variations from the population characteristics of the area surveyed. One such difference was in the proportion of males and females interviewed. The sample contained a greater proportion of women than is found among New York State residents age 15 and older. Although interviewers were instructed to alternate interviews between males and females and to conduct interviews at different times of the day, the process of conducting the survey in the community may have resulted in the interviewer finding more adult women at home and/or willing to participate in the study.

The sample of adults also appeared slightly younger and better educated than the general population as described in the Census data. Of the adults

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[1] Census data did not provide a population figure for New York residents over the age of 16. The "age 25 and over" population of 5,843,416 was the closest figure which could be used for comparison with the State Education Department's selected population.

Table 1

Comparison of Selected Characteristics for Study Sample and New York State Adults

Characteristic		% of Study Sample	% of N.Y.S. Population
Sex:	Male	39.6	49.2
	Female	60.4	50.8
Age:	Under 25	20.5	22.4[a]
	25-34	26.9	15.7
	35-44	23.7	16.5
	45-54	16.3	19.3
	55 or older	12.6	26.1
Education:			
	8 years or fewer	9.4	23.0[c]
	1-3 years high school	19.9	20.6
	4 years high school	29.6	34.9
	1-3 years college	22.6	11.0
	4 years or more college	18.5	10.5
Family Income:			
	Under $2000/year	6.5	3.7
	$2000-$5000	12.0	11.6
	$5000-$7000	11.5	11.1
	$7000-$10000	15.9	21.8
	$10000-$15000	20.3	30.2
	$15000-$25000	24.2	17.4
	$25000 and over	9.5	4.0
Racial/Ethnic Group[b]:			
	White	88.3	95.2
	Black	7.7	4.4
	Other	3.9	0.5

Note. Data selected from U.S. Census of Population: 1970, Tables 138, 147 148, 149.

[a] Percent based on ages 15-25.

[b] For study sample, Hispanics were grouped with White; Native Americans and Oriental with "Other" to obtain categories more comparable to U.S. Census data.

[c] Percent based on ages 16 and above, excluding New York City.

interviewed, 71.1% were under age 45, contrasted with 54.6% of the adults in the upstate New York area. A smaller number of the adults surveyed had completed eight or fewer years of formal education, although the totals for adults with some high school education or a high school diploma were closer to the state totals.

These differences should be kept in mind when interpreting the results of the assessment of adult learning needs. However, in many cases, data were analyzed separately by these background characteristics of the respondents to highlight differences among groups. In addition, the extremely large sample size allows interpretation of responses with some confidence that they are representative of the adult population in upstate New York.

Survey of the Continuing Education Delivery System

In order to discover the full range of educational opportunities available to adults, providers of such services were surveyed concerning their program offerings. In the Fall of 1975, staff of the State Education Department, Division of Continuing Education, with the assistance of practitioners and others in the field of adult and continuing education, developed a survey instrument (Appendix B) to obtain detailed information about courses and programs available to adults. For the purposes of this research effort, data-gathering efforts were restricted to continuing education activities in public schools, Boards of Cooperative Educational Services (BOCES) facilities and public two-year colleges. These educational institutions work closely with the Division of Continuing Education and would subsequently utilize the results of the study in cooperative staff development and planning efforts. It is recognized that these institutions constitute only part of the entire range of providers of continuing education opportunities within the state and thus, the study is not intended to be a comprehensive review of all educational opportunities for adults.

The objectives of this segment of the research effort were:

1. To collect information concerning the educational services offered to adults in New York State during the 1975-1976 school year by three types of educational institutions.
2. To utilize the information obtained as a basis for regional and state decision-making for program offerings.
3. To provide a basis for an examination of the interrelationships between the results of the Adult Continuing Education Needs Assessment and this State of the Art Survey.

Survey Method. The survey instrument was mailed in the late Spring of 1976 to all program administrators in the public schools (N=395), BOCES (N=46) and public two-year colleges (N=35) in New York State (other than New York City). Private two-year colleges (N=16) and public (N=28) and private (N=124) four-year colleges were not included in this questionnaire survey.

The participating programs were identified through listings in the annual report of continuing education programs submitted to the New York State Education Department. By this method, a total of 476 programs were identified and surveyed. Eighty-three percent of these programs were offered through public schools and another ten percent (9.7%) through BOCES. All but one of the public two-year colleges reported the existence of active continuing education programs; these colleges composed the remaining seven percent (7.4%) of the surveyed programs.

Fifty-five percent (54.8%) of the questionnaires were returned. The assumption that the sample included responses from the large programs offered through public schools and BOCES was verified by a comparison of the State of the Art data with the annual report data collected by the State Education Department. This operation was performed since the identified continuing education programs varied greatly in size and scope of offerings. It was deemed important to obtain good representation from the major providers in each region.

Although questionnaires were received from 55% of the total number of programs, responses came from 75% of the large programs in the state. Since there was such a high response from large programs, most courses offered in the state would be included in the results[2].

Data were analyzed with the aid of computer processing. The courses offered were collapsed into general categories (See Appendix C) to facilitate interfacing with the survey of adult continuing education needs on a statewide basis. However, regional interfacings were done on the basis of seventy-five specific courses which had the greatest popular demand. Course offerings were identified according to the following variables: season, time of day, day of week, length of course, length of session, cost, funding source, clientele, credit/non-credit, and location, on or off campus.

Limitations of the Survey. Since the survey questionnaire was composed of free-response questions where the respondent wrote in the data rather than checking appropriate categories, it had both the advantages and limitations of this type of data collection. The obvious advantage was the opportunity for obtaining responses not anticipated before data collection. The disadvantage was that if a respondent did not write about a particular category, there was a lack of comparability of response among those surveyed.

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[2] "Large programs" included the two-year college programs and the large public school and BOCES programs as determined by the State Education Department, Division of Continuing Education.

Nevertheless, the State of the Art Survey provided the most complete picture of what continuing education courses were available, where and when they were offered and how much one could expect to pay for such courses and programs offered by three types of institutions in the state's continuing education delivery system. It is anticipated that such information, when interfaced with data from the Needs Assessment, will assist educators at all levels to develop a more responsive and cost effective continuing education delivery system.

Assessment of In-Service Training Needs of Continuing Education Staff

The third major part of the research effort was a study of the in-service training needs of administrators and teachers in continuing education programs in New York State (also called the "Staff Development Survey"). Two questionnaires were constructed by a panel of continuing education practitioners, one for program administrators (see Appendix D) and one for teachers of continuing education courses (see Appendix E). Supervision and coordination of this phase of the project was provided by the Two-Year College Development Center, State University of New York at Albany.

The objectives of this survey effort were:

1. To identify the staff development priorities of Directors and Deans of Continuing Education and of teachers of continuing education in New York State public schools, BOCES and public two-year colleges.
2. To utilize the data in exploring the viability of cooperative planning for staff development by public schools, BOCES and two-year colleges.

3. To develop activities which would bring together representatives of these three continuing education delivery systems to examine ways of meeting continuing education priorities.

Survey Method. The survey instruments were constructed in a multiple choice format and designed to be self-administered. Instruments were distributed to the administrators of continuing education programs for completion by their teaching staffs at the beginning of the Spring 1976 semester. Most of the program directors administered the survey to teachers in group settings where supervision could be provided. Earlier, these program administrators had completed and returned their questionnaires at regional continuing education workshops held in the late Fall of 1975. Additional questionnaires were mailed to individuals who did not attend the workshops, to insure coverage of active continuing education programs.

The data obtained from these two survey questionnaires were coded and prepared for computer processing. The resulting sample included responses from 387 administrators and 7,123 teachers in New York State continuing education programs (including programs in New York City). Responses were obtained from two-thirds (66.6%) of the administrators of programs identified in State Education Department listings of continuing education programs in the state. Since there is no available enumeration of teachers in continuing education programs, the response rate for this group could not be calculated. Most teachers are part-time employees; they may teach one or several classes or teach in only one or all sessions of the continuing education program. Consequently, it is difficult to obtain an accurate estimate of how many different individuals teach in continuing education programs across the state. From an examination of the types of program where teachers are employed it appears that responses were obtained from a representative sample of public schools, BOCES and public two-year college faculty.

FINDINGS FROM THE SURVEY OF ADULT CONTINUING EDUCATION NEEDS

The interview instrument was designed to obtain data helpful in the planning and administration of continuing education programs. The survey questions sought information on adults' previous participation in continuing education activities, their learning interests, the circumstances under which they would take part in learning activities, the barriers which would prevent their participation and their opinion of counseling or advising services for continuing education. These findings are described in the sections below[3].

Previous Participation in Continuing Education

Previous participation in adult continuing education was defined in a general inclusive manner, each interviewee being asked:

"Since leaving school, have you received instruction in any subject or skill? Here are some examples of what we mean: Adult or continuing education classes, college courses, correspondence courses, on-the-job training, private lessons, TV courses, mini-courses, classes in a church or club."

This definition of continuing education was adopted so that adults would report all participation in activities where there was a deliberate intent to teach and an intent to learn. It did not distinguish between credit and non-credit activities, nor between "formal" and "non-formal" instructions as these terms are variously defined in the literature. Using this definition of continuing education, over two-thirds (69.0%) of the respondents said that they had received such instruction.

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[3] In most cases, except when noted otherwise, percentages were calculated on the number of adults responding to each question.

The two-thirds proportion of the sample reporting prior participation in continuing education is commensurate with findings in other studies where a similar broad definition was used. The remaining one-third (31.0%) of the respondents had not participated in any continuing education activity since completing their last formal schooling.

The total of 13,639 adults who reported previous participation in continuing education were then asked five questions about their prior experience, namely:

When had they last participated in continuing education?

Where had they last participated in continuing education?

If the course took place in an education building, what type of education building?

Was their last course taken for a job-related reason?

If not taken for a job-related reason, for what other reason was the course taken?

Responses to each question are detailed in the tables which follow. Percentages for these tables are based only on those who had participated in continuing education and who answered the subsequent questions.

Table 2

Recency of Last Organized Course or Program in Continuing Education

	N	%[a]
Taking it now or within past year	6669	49.6
1 to 5 years ago	4595	34.2
10 years ago	846	6.3
More than 10 years ago	1323	9.8

Note: Only includes responses of those who said they had participated in continuing education.

[a] Based on 13,433 participants who answered question.

As can be seen in Table 2, most participants (83.8%) had taken some coursework within the past five years. The greatest number indicated that they had taken part in a learning activity within the past year or were presently enrolled in a continuing education activity.

In describing where they had last participated in continuing education, over two-thirds (69.2%) named some type of education building as the site (see Table 3). Later in the interview, respondents were asked where they wanted to participate in the future. Again, education buildings were the preferred sites, being chosen by 53.9% of the total sample and 72% of those who expressed a preference for a specific site. Therefore, education buildings were identified as the site where most respondents had had previous experience in continuing education as well as the site where most would want to participate in the future.

Table 3

Site of Most Recent Continuing Education Activity

	N	%[a]
An educational building such as a school or college, or adult education center	9274	69.2
Place of employment	1828	13.6
A community building such as a library, church or community center	1238	9.2
At home	413	3.1
Other	646	4.8

Note: Only includes responses of those who said they had participated in continuing education.

[a] Based on 13,999 participants who answered question.

Participants who said their most recent course was in an education building were then asked the kind of school building in which the class was held. This does not necessarily indicate level of instruction, but merely the site. For example, if a community college course were offered in a local elementary school, the correct response would be "Elementary, junior, or senior high school building". However, in a majority of cases the institution sponsoring the activity offers the course in its own buildings, so that there is a strong relationship between sponsor and site.

The responses listed in Table 4 show that while respondents had attended classes in many types of education buildings, almost two-fifths (37.9%) had gone to an elementary, junior or senior high school and another one-third (33.4%) had gone to two-year or four-year colleges.

Table 4

Type of School Building of Previous Continuing Education Course

	N	%[a]
Elementary, junior, senior high school building	3483	37.9
Four-year college or university building	1838	20.0
Two-year college building (Community or Ag. & Tech	1237	13.4
BOCES building (area occupational center)	1014	11.0
Adult education center	893	9.7
Vocational or business school building	544	5.9
Other	190	2.1

Note: Only includes responses of those who said their last course was in an education building.

[a] Based on 9,199 responses.

Participants were then asked if they had taken their most recent course for a job-related reason. Over three-fifths (61.0%) of past participants said that they had taken their most recent course in order to advance in their present job, to get a new job or to meet requirements of their employer.

A later question (to be discussed under "Learning Interests" in this chapter) asked all respondents if their first-choice learning interest for future participation in continuing education would be job-related. In response, 43.0% of the total sample said that their prime learning interest would be job-related. Apparently, continuing education is both perceived and used by many respondents as a means of advancement in their employment.

Those participants whose most recent course was taken for other than job-related reasons were asked to specify the reason for their participation. Responses in Table 5 show that for those previous participants whose most recent course was not job-related, personal enjoyment was the reason cited most often (40.0%). Other reasons frequently cited by this group were: to learn for the sake of learning or to be better informed (24.9%) and to learn skills useful for daily life or saving money (20.1%).

Table 5

Reasons Other Than Job-Related for Taking Previous Continuing Education Course

	N	%[a]
Personal enjoyment	1979	40.0
Learn for sake of learning, become better informed	1231	24.9
Learn skills useful for daily life or saving money	992	20.1
Meet people or be with friends	200	4.0
Help people	194	3.9
Enrich family life	128	2.6
Other	221	4.5

Note: Only includes responses of those who did not take the previous continuing education course for a job-related reason.

[a] Based on 4,945 responses.

A subsequent question asked those respondents whose first-choice learning interest for future participation was not job-related to specify the reason for their interest. Responses presented later in this chapter show that these same three reasons (for personal enjoyment, to be better informed, and to learn skills for daily life) were cited most frequently.

Summary

In examining responses concerning previous participation in continuing education one notes:

Two-thirds of the respondents had received instruction in some subject or skill since completing their formal education. Of these participants, four-fifths had taken some coursework within the past five years.

Most participants had taken their most recent coursework in some type of educational building.

Slightly more than three-fifths of previous participants took their most recent course for a job-related reason.

Among adults who studied for other than job-related reasons, personal enjoyment was most often mentioned as the reason why an individual took the course.

Learning Interests

A major part of the study concerned adults' learning interests. Each respondent was provided with a list of forty-two subjects (see Appendix F). The individual was asked to indicate all the subjects about which he/she would like to learn more, without concern for cost or other responsibilities. The respondent also had the option of stating that he/she was interested in another subject not included in the prepared list, or had no interest in any subject, or did not want to answer.

After listing all the subjects that held some interest for him or her, the interviewee was asked to choose the one in which he/she was most interested. All future questions about courses then related to the one subject that was the respondent's first-choice interest. If the respondent could not select a first choice, this was indicated on the answer sheet.

Responses for the total sample are enumerated in Appendix F (Tables F-1 through F-30). Listed for each of the forty-two subjects are: (a) the number of respondents who chose the subject as their first-choice learning interest, (b) the number who chose the subject but not as their first choice, and (c) the sum of the first two categories, i.e., the number who mentioned the subject whether or not it was their first-choice. Naturally, the number of respondents who expressed an interest in a given subject was much higher than those for whom it was the first-choice.

The top-ranked first-choice interest was Arts and Crafts, chosen by 7.6% of the respondents. The first-choice learning interests chosen most frequently are listed in Table 6.

Table 6

Subjects Chosen Most Frequently as First Choice: Total Sample (N=20,486)

		N	% Of Respondents
1.	Arts and Crafts	1550	7.6
2.	Business Skills	1101	5.4
3.	Building Trades	867	4.3
4.	Nursing	780	3.8
5.	High School Equivalency	775	3.8
6.	Industrial, Technical Skills	767	3.7
7.	Sewing	699	3.4
8.	Psychology, Human Behavior	660	3.2
9.5.	Home Repairs	601	2.9
9.5.	Sports and Games	601	2.9

Many first-choice learning interests were job-related, such as: Business Skills, Building Trades, Nursing and Industrial, Technical Skills. It is also important to note the respondents' wide range of interests. First-choice interests included all forty-two subjects listed; the ten subjects chosen most frequently account for only 41.1% of the total survey population. Therefore, adult continuing education programs need to offer a broad and varied program if they are to include the subjects of first-choice interest of a majority of the population they serve.

The subjects which the largest proportion of respondents declared as one of their interests are listed in Table 7. Many more subjects of avocational or recreational interest appear in this list than in the first-choice list. Almost one-third of the respondents (33.0%) wanted to learn about Arts and Crafts. Over one-fourth were interested in either Physical Fitness (27.5%) or Sports and Games (26.5%). Subjects related to the home, including Home Decorating, Gardening, Sewing and Cooking were also among the eight subjects of highest overall interest.

Table 7

Subjects in Which Most Respondents Were Interested: Total Sample (N=20,486)

	N	% of Respondents
1. Arts and Crafts	6798	33.0
2. Physical Fitness	5640	27.5
3. Sports and Games	5421	26.5
4. Home Decorating	4986	24.3
5. Gardening	4790	23.4
6. Sewing	4656	22.7
7. Business Skills	4196	20.5
8. Cooking	4047	19.8
9. Travel	4024	19.6
10. Psychology, Human Behavior	3959	19.3

The total number of subjects chosen by each respondent was tabulated and is summarized in Table 8. Approximately half of the respondents (49.7%) chose from zero to four subjects of interest, while the other half chose five or more subjects.

Table 8

Total Number of Subjects of Interest Chosen by Respondents: Total Sample (N=20,486)

Number of Subjects Chosen	N	%
None	1241	6.1
1-4	8937	43.6
5-10	7310	35.7
11+	2998	14.6

As noted in Figure 3, there was a marked relationship between level of formal education and number of subjects chosen. The chart presents the proportion of respondents at each educational level who chose five or more subjects of interest. The proportion of respondents with at least some previous college experience who chose five or more subjects (61.7%) was nearly double the proportion with 8 years or fewer of formal schooling who chose five subjects (31.3%).

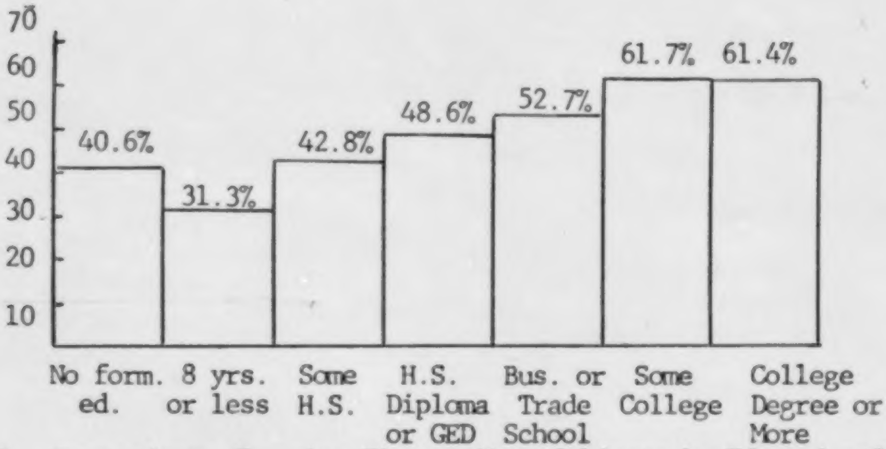

Figure 3. Respondents Choosing Five or More Subjects by Educational Level

This is an important consideration when interpreting data about the total number of persons expressing interest in a given subject. Since those with higher levels of formal education tended to choose more subjects of interest, the "subjects of interest" tabulations are weighted toward their choices. The "first-choice" lists, on the other hand, count only one choice for each respondent.

There was also a noted difference by educational level in the proportion of respondents who did not select any subject of learning interest. Table 9 indicates that although over 10% of those with the least formal education did not choose any subject, the proportion dropped to about 3% for those with some college or a college degree. This contributes to the challenge of providing continuing education for the least educated, since one-tenth of these respondents were not ready to choose any course in which they were interested. Additionally, those individuals who did make a choice selected fewer subjects of interest.

Table 9

Respondents Who Chose No Subjects by Educational Level (N=20,486)

	%
No formal education	12.1
8 years or fewer	12.4
Some High School	7.3
High School Diploma or G.E.D.	5.7
Business or Trade School	5.2
Some College	2.8
College Degree or More	3.2

The five subjects of greatest general interest were tabulated by the respondents' level of formal education (see Table 10). For each subject, the proportion expressing interest increased with level of formal education. This reflects, first, that persons with higher education levels chose more subjects and, second, that persons with higher levels of formal education expressed more interest in these avocational and recreational interests. (For further discussion, see later chapter in which the factors correlating with level of formal education are discussed in greater depth.)

The first-choice subjects of greatest interest to the total sample were also tabulated by educational level (see Table 11). Arts and Crafts, the subject chosen most frequently as first-choice interest, showed an increase as level of formal education increased. Job-related courses such as Nursing, Industrial, Technical Skills and Building Trades showed a decrease in demand at the higher educational levels. High School Equivalency, as might be expected, was chosen most often by those who did not have a high school diploma.

After selecting his or her first-choice learning interest, each respondent was asked if the reason for this choice was related to current or future employment. Almost as many respondents made a first choice for a reason related to employment (43.0%) as for a non-job-related reason (46.5%). The remaining 10.5% did not respond to this question.

There was a noticeable correlation between educational level and respondents' choice of a course for job-related reasons. Individuals with less formal education were more likely to cite a job-related reason for study than respondents with a college degree or post-graduate education (see Table 12).

Table 10

Subjects of Greatest General Interest to Respondents by Educational Level

	No Formal Education (N=224) %	8 Years or Fewer (N=1676) %	Some High School (N=4038) %	High School Diploma or G.E.D. (N=6006) %	Business or Trade School (N=1384) %	Some College (N=3194) %	College Degree or More (N=3740) %
Arts & Crafts	16.5	15.6	26.6	32.9	37.9	40.1	43.0
Physical Fitness	11.6	11.8	21.8	27.8	29.2	35.4	34.9
Sports & Games	13.8	12.0	18.9	24.8	26.7	33.9	39.1
Home Decorating	12.9	15.6	21.1	23.0	31.2	27.2	22.5
Gardening	16.5	16.8	17.9	22.8	26.1	27.1	30.1

Table 11

Subjects of Greatest First-Choice Interest to Respondents by Educational Level

	No Formal Education (N=224) %	8 Years or Fewer (N=1676) %	Some High School (N=4038) %	High School Diploma or G.E.D. (N=6006) %	Business or Trade School (N=1384) %	Some College (N=3194) %	College Degree or More (N=3740) %
Arts & Crafts	6.7	3.4	5.5	7.6	10.5	8.0	10.5
Business Skills	2.2	6.4	5.3	8.4	5.6	3.9	1.7
Building Trades	5.8	5.1	5.3	4.5	3.5	3.0	3.6
Nursing	3.6	3.0	5.0	4.5	5.1	4.3	1.0
High School Equivalency	9.8	11.3	12.4	0.0	1.4	0.0	0.0
Industrial, Technical Skills	8.0	4.5	4.8	4.3	4.3	2.5	2.1

Table 12

Respondents With Job-Related First-Choice Interest by Educational Level

	%[a]
No formal education	45.1
8 years or fewer	45.7
Some High School	52.4
High School Diploma or G.E.D.	44.9
Business or Trade School	37.8
Some College	44.3
College Degree or More	30.1

[a] Based on proportion of respondents at each educational level.

A similar trend appeared when job-relatedness of first-choice interest was compared with level of family income, as shown in Table 13. This should not be surprising in that a strong relationship between educational level and income has already been observed. In the survey reported herein, the higher one's income, the less likely one is to take a course for a job-related reason. For those with family income of $35,000 and over, only 27.0% wanted a course for a job-related reason, compared to 59.2% of those with a family income of less than $2,000.

Table 13

Respondents With Job-Related First-Choice Interest by Income

	%[a]
Less than $2,000	59.2
$2,000 - $5,000	50.6
$5,000 - $7,000	51.2
$7,000 - $10,000	47.4
$10,000 - $15,000	43.0
$15,000 - $20,000	37.5
$20,000 - $25,000	35.3
$25,000 - $30,000	30.2
$30,000 - $35,000	32.1
$35,000 or More	27.0

[a] Based on proportion of respondents in each income level

It appears that the majority of those with lower education and lower income viewed continuing education as an avenue or means for improving job-related skills and knowledge. Conversely, the majority of those with higher education and income wanted continuing education for avocational reasons.

Certain subjects were consistently chosen for a job-related reason, as noted in Table 14. Management Skills was the subject named by the highest proportion of respondents with a job-related interest (85.2%). This was followed by Education (83.5%), Nursing and Computer Science (both 80.4%). For High School Equivalency, it is interesting to note that 74.2% of the respondents chose it for a job-related reason. This emphasizes the need of persons without a High School Diploma, since three-fourths of these respondents view a High School Diploma as being helpful to them in obtaining a job or improving their employment prospects.

Table 14

Courses Chosen by the Highest Proportion of Respondents for a Job-Related Reason

	% Whose Interest is Job-Related
Management Skills	85.2
Education	83.5
Nursing	80.4
Computer Science	80.4
Sales and Advertising	76.6
Engineering	74.7
Business Skills	74.3
High School Equivalency	74.2
Protective Services	73.7
Service Occupations	70.5

There were also some courses chosen primarily for an avocational or non-job-related reason. At the top of this list (see Table 15) is Arts and Crafts, with 76.2% of the respondents selecting this subject for non-job-related reasons. Topics related to the home, such as Gardening, Home Repairs, Sewing and Cooking, also appeared as subjects having a high proportion of respondents whose interest was not related to employment. Sports and Games and

Physical Fitness were also chosen for reasons of personal development or avocational interest.

Table 15

Most Popular Non-Job-Related Subjects

	% Whose Interest is Non-Job-Related
Arts and Crafts	76.2
Gardening	75.7
Humanities	74.9
Home Repairs	72.7
Occult Sciences	71.0
History, Government, Current Events	70.6
Sports and Games	70.4
Physical Fitness	68.7
Sewing	67.7
Cooking	66.8

Respondents who said they did have a job-related reason for wanting to study their first-choice subject were then asked how the subject was related to their work. Most stated that they wished to learn skills to advance in their work (41.7%) or to get a new job (40.2%). The smallest proportion said the reason was to meet requirements of their employer or profession (18.1%).

Those respondents who did not have a job-related reason for wanting to take a course were asked their main reason for wanting to study the subject.

The reason for future participation cited most often, as shown in Table 16, was "personal enjoyment" (49.4%). Other reasons frequently cited were to "learn skills useful for daily life or saving money" (23.5%) and to "learn for the sake of learning or to be better informed" (15.3%).

Table 16

Non-Job-Related Reasons for Wanting to Study Subject of First-Choice Interest

	N	%[a]
Personal enjoyment	4442	49.4
Learn skills useful for daily life or saving money	2119	23.5
Learn for sake of learning	1379	15.3
Meet people or be with friends	359	4.0
Enrich family life	301	3.3
Help people	231	2.6
Other	169	1.9

Note. Includes only those whose first-choice learning interest was not job-related.

[a] Based on number of respondents who answered this question.

Summary

In examining respondents' learning interests and their reasons for choosing certain subjects of interest, one notes that:

While Arts and Crafts was the subject selected most frequently as a first choice, many job-related subjects were also highly ranked.

Each of the forty-two subjects listed was selected as first choice by at least some of the respondents. The ten most frequently selected as first choice were chosen by only 41.1% of the respondents.

Subjects most often chosen as being of general interest to the population were primarily related to avocational interests or the home. Approximately one-third of the respondents were interested in Arts and Crafts, and over one-fourth were interested either in Physical Fitness or Sports and Games or both.

Respondents with higher levels of formal education chose more subjects as being of general interest to them than those with less education. Also, the subjects chosen by the more educated respondents generally reflected avocational and recreational interests.

Almost as many respondents chose their first-choice subject for a job-related reason (43.0%) as for a non-job-related reason (46.5%). As income level increased, respondents were less likely to choose a course for job-related reasons.

The specific job-related reasons cited most frequently were to learn skills to advance in work and to learn skills to get a new job. The non-job-related reason for future participation cited most frequently was personal enjoyment.

Conditions for Learning

This section discusses when, where, and how respondents would prefer to study their first-choice subjects of interest, as well as other factors relating to their future participation in continuing education programs.

Site or Location of Course

Each respondent was asked to state his or her site preference for studying the first-choice learning interest. Table 17 shows that more than half the respondents chose an education building as their preferred location, while nearly one-fifth said that site would make no difference. Of those who expressed a preference, education buildings were preferred by 72.0%. These preferences for learning sites correspond with the pattern for past participation, in which 69.2% said that they had participated in an activity in an education building (see Table 3).

Table 17

Preferred Location of Course for Future Study

	N	%[a]	% Of Those Choosing A Site (N=15,330)
An education building such as a school, college or adult education center	11044	58.4	72.0
A community building, such as a library, church or community center	1940	10.3	12.7
At home	1440	7.6	9.4
Place of employment	905	4.8	5.9
Makes no difference	3597	19.0	

[a] Based on 18,926 respondents.

Those who preferred education buildings for their future participation were then asked to specify the type of facility. "Elementary, junior or senior high school buildings" were chosen most often (29.0%), with the other types of buildings chosen by 12% to 16% of the respondents (see Table 18).

Table 18
Type of Education Building Preferred

	N	%[a]
Elementary, Jr. High, High School Building	3075	29.0
Vocational or Business School Building	1307	12.3
BOCES Building	1527	14.4
Adult Education Center	1702	16.1
Two-Year College Building	1345	12.7
Four-Year College Building	1525	14.4
Other	107	1.0

[a] Based on 10,588 respondents.

When these preferred sites were compared with first-choice learning interests, some type of "education building" was found to be the most frequently chosen site for all subjects. Those first-choice subjects which had the greatest proportion of respondents who preferred to study in an education building are listed in Table 19.

Table 19
First-Choice Subjects Selected by Highest Proportions of Respondents Preferring Education Building

	N[a]	%
Education	334	74.9
Social Sciences	230	74.4
Science and Math	112	72.3
Nursing	546	70.2
Computer Science	282	69.1
Psychology, Human Behavior	451	68.6
Business Skills	752	68.4

[a] Indicates number and percent of those choosing subject who also chose education building as site.

Those who would prefer to study their first-choice subjects at home included 7.6% of the total sample and 9.4% of those who actually chose a site. While, as previously mentioned, the majority of respondents preferred to study in an education building, there were some courses which many respondents wished to study at home (see Table 20).

Table 20

First-Choice Subjects Selected by Highest Proportions of Respondents Preferring to Study at Home

	N	%[a]
Citizenship, English as a Second Language	43	30.9
Basic Education	48	17.6
Gardening	73	17.3
Agriculture	34	13.6
Retirement Planning	32	13.6
Average for all subjects		7.0

[a] Based on number of respondents who chose this subject as first choice only.

It will be noted later in this section that Citizenship, English as a Second Language and Basic Education, subjects with the highest proportions of respondents who wish to study them at home, are also subjects which had high proportions of respondents who wished to learn with the aid of a tutor rather than by group instruction.

Those who would prefer to study their first-choice subject at their place of employment included 4.8% of the total sample and 5.9% of those who actually chose a site. Those subjects for which place of employment was most frequently chosen as site are listed in Table 21.

Table 21

First-Choice Subjects Selected by Highest
Proportions of Respondents Preferring to Study at Place of Employment

	N	%[a]
Driving, Flight Training	55	13.0
Engineering	33	12.4
Protective Services	21	11.1
Industrial, Technical Skills	73	9.5

[a] Based on number of respondents who chose this subject as first choice only.

Respondents were then asked the reason for their site preference. Nearly two-fifths (39.3%) chose their preferred site on the basis of its convenient location, with another one-fifth (21.3%) choosing it on the basis of the facilities and equipment available at the site, as indicated in Table 22.

Table 22

Reasons for Preference of Site
for Study of First-Choice Subject

	N	%[a]
Location is convenient (easy to get there)	6067	39.3
They have the best facilities, tools and equipment	3285	21.3
Known for its good courses or teachers	1833	11.9
Free to set your own speed and time of learning	1308	8.5
Doesn't cost too much money	1214	7.9
Familiar with the place or people	1042	6.7
None of these	706	4.6

[a] Based on 15,455 respondents.

The fact that convenience of location was so important in site selection was further explained by three questions on the method of transportation which respondents would use to get to class, and the time and distance they would be willing to travel in order to get to class (see Table 23). Almost four-fifths (79.4%) said that they would use their own vehicle (car, truck, or motorcycle) to get to class. Only 5.2% would use public transportation (bus or train) and 6.9% said they would walk. As will be discussed in later sections of this report, method of transportation varied, at least to some extent, with certain demographic characteristics. For example, residents in urban cores usually depend more on public transportation than those in isolated rural areas.

Table 23

Method of Transportation to Learning Site

	N	%[a]
Car, truck, motorcycle	14869	79.4
Bus or train	1055	5.2
Bicycle	221	1.2
Walk	1289	6.9
Other	256	1.4
Not applicable[b]	1029	5.5

[a] Based on 18,719 respondents.

[b] Respondents whose preference for learning site was "At Home."

Respondents were asked how far they would travel, one-way, to get to class. Responses in Table 24 indicate that if classes were held within five miles of the respondents, 60.7% would be willing to travel that far to class. If classes were held within one mile, 98% would travel to them.

Table 24

Maximum One-Way Distance Respondents Would Travel to Class

	N	%[a]	Cumulative %
41 miles or more	654	3.5	3.5
21 to 40 miles	1661	8.8	12.3
11 to 20 miles	4217	22.3	34.6
6 to 10 miles	4945	26.1	60.7
1 to 5 miles	5628	29.7	90.4
Less than 1 mile	1460	7.7	98.1
Would not travel	384	2.0	

[a] Based on 18,948 respondents.

Time may be more relevant to travel considerations than distance. One might be able to travel 41 miles or more on a thruway in less time than traveling six to ten miles in city traffic or five miles across town with several bus transfers. Respondents were asked the greatest amount of time they would spend in getting to class (one-way). Table 25 shows that 97.4% would be willing to travel to class if it were no more than 15 minutes away, while 83.2% would spend at least 1/2 hour in travel.

Table 25

Maximum Time Respondents Would Spend in Travel to Class (One Way)

	N	%^{a}	Cumulative %
Two hours or more	586	3.1	3.1
1 to 2 hours	1312	6.9	10.0
1/2 to 1 hour	5228	27.6	37.6
15 minutes to 1/2 hour	8621	45.6	83.2
Less than 15 minutes	2771	14.2	97.4
Would not travel	400	2.1	

[a] Based on 18,917 respondents.

Length of Course

Respondents were asked four questions about their preferences concerning length of courses. All questions referred only to the respondents' first-choice subject of interest and responses may vary for courses of more peripheral interest.

Respondents were asked if, in studying their first-choice subject, they would prefer a single course or a longer program of study. More than twice as many respondents preferred a longer program (64.4%) to a single course (31.4%). A very small proportion (4.2%) expressed no preference or some other preference.

There were some first-choice learning interests for which an even greater proportion of respondents preferred a series of courses. These are listed in Table 26. Many of these subjects have traditionally been considered either as part of a post-secondary degree program in the arts and sciences (i.e., science and math, social sciences, and psychology and human behavior) or as subjects which lead toward certification in a profession (i.e., education and nursing).

Table 26

First-Choice Subjects Selected by Highest Proportions of Respondents Preferring a Series of Courses

	N	%[a]
Science & Math	127	81.9
Education	360	81.8
Nursing	583	75.7
Social Sciences	230	75.2
Psychology, Human Behavior	485	75.0
Engineering	197	74.3
Computer Science	287	71.6
Performing Arts	326	70.9
Management Skills	357	70.6
Humanities	231	70.0
Average for all courses		57.6

[a] Based on number of respondents who chose this subject as first choice only.

Conversely, the subjects for which the most respondents would prefer a single course have usually been offered as a single course to meet a specific need at a given time. Table 27 lists the subjects most frequently named by respondents who indicated a desire for a single course.

Table 27

First-Choice Subjects Selected by Highest Proportions of Respondents Desiring a Single Course

	N	%[a]
Retirement Planning	126	54.3
Consumer Education	77	48.7
Gardening	196	46.4
Travel[b]	214	42.8
Investment[b]	152	42.3
Citizenship, English as a Second Language[b]	52	41.3
Home Repairs[b]	233	39.8
Health and Safety[b]	72	38.1
Sewing[b]	248	36.3
Cooking[b]	138	36.1
Average for all courses		28.1

[a] Based on number of respondents who chose this subject as first choice only.

[b] In these courses a greater proportion preferred a series to a single course.

It should be emphasized that the evident preference for long-term programs as opposed to single courses should not deter program planners from instituting single courses. Often this preference represents the desire of the adult learner, once he has taken a single course in a given subject, to take one or two more courses in the same subject. It does not necessarily mean that he is ready to begin a long-term program majoring in that subject.

Respondents were also asked how long they wanted a course in their first-choice subject area to continue. Responses are presented in Table 28. Nearly half (49.3%) of the respondents wanted a course to last from one to four months, while 17.1% expressed no preference.

Table 28

Preferred Length of Course in First-Choice Subject Area

	N	%[a]
1 or 2 sessions	1423	7.6
1 to 4 months	9248	49.3
More than 4 months	4878	26.0
Don't know	3215	17.1

[a] Based on 18,763 respondents.

Another facet of scheduling relates to frequency of class meetings. Table 29 indicates that almost half (48.4%) of the adults interviewed would prefer once a week meetings, while 28.4% preferred classes which would meet from two to four times a week.

Table 29

Preferred Frequency of Class Meetings

	N	%[a]
Only once or twice	1037	5.5
Once or twice a month	971	5.1
Once a week	9181	48.4
2 to 4 times a week	5432	28.6
Daily	1418	7.5
Makes no difference	929	4.9

[a] Based on 18,967 respondents.

Respondents were then asked how long each class session should last. Half of the respondents preferred a two-to-four hour class session while 30.1% preferred a 1 1/2 hour length.

It should be emphasized that all responses to the above scheduling questions refer to preferences, and should be interpreted as such. For example, even though 12.9% of the respondents preferred class meetings which would last for one hour, this does not necessarily mean that they would not attend a class which meets for two hours.

Scheduling by Season of Year, Time of Day, and Day of Week

Respondents were asked during which seasons of the year they could take a course. Fall is the season in which most respondents (62.1%) said they could take a course. Winter and Spring were slightly less convenient, while fewer than one-third (31.8%) of the respondents could attend in the Summer (see Table 30).

Table 30

Seasons in Which Respondents Could Take a Course

	N	%[a]
Summer	6519	31.8
Fall	12732	62.1
Winter	11632	56.8
Spring	10906	53.2
Don't know	1289	6.3

[a] Based on 20,486 respondents.

The total number of seasons during the year in which each respondent could attend classes was also tabulated (see Table 31). While more than one-fourth (28.4%) of the respondents could attend during only one season of the year, 58.7% would find at least two seasons convenient.

Table 31

Number of Seasons in Which Respondents Could Take a Course

	N	%	Cumulative %
4 seasons	3657	17.9	17.9 could attend in any season
3 seasons	4627	22.6	40.5 could attend at least 3 seasons
2 seasons	3729	18.2	58.7 could attend at least 2 seasons
1 season	5822	28.4	87.1 could attend at sometime during the year

For almost all subjects of first-choice interest, the greatest proportion of respondents said that it would be most convenient to attend classes in the Fall. However, for the subjects listed in Table 32, more respondents would prefer Winter to Fall. For some of these subjects, such as Agriculture and Building Trades, availability in Winter would seem to follow seasonal declines in industry.

Table 32
First-Choice Subjects in Which More Respondents Could Attend in Winter than Other Seasons

	Winter		Fall[a]	
	N	%[b]	N	%[b]
Engineering	156	69.9	188	58.0
Agriculture	111	67.7	170	44.2
Physical Fitness	325	64.8	337	62.5
Industrial, Technical Skills	460	64.1	492	60.0
Building Trades	547	63.1	488	56.3
Sales and Advertising	149	61.7	150	61.3
Protective Services	111	58.9	112	58.4

[a] Fall was chosen by the second largest proportion of respondents for these courses.

[b] Based on number of respondents who chose this subject as first choice only.

Although more respondents would find Fall more convenient than Summer for all subjects, the courses listed in Table 33 had the most respondents who would find Summer convenient.

Table 33
First-Choice Subjects in Which Highest Proportions of Respondents Could Attend in Summer

	N	%[a]
Driving, Flight Training	192	45.1
Religion	91	42.5
Education	189	42.3
Performing Arts	198	42.3
High School Equivalency	314	40.5
Nursing	312	40.0
Science and Math	61	38.9
Sports and Games	223	37.1

[a] Based on number of respondents who chose this subject as first choice only.

When the sub-sample of retired adults is examined separately (see Table 34), one notes that they are slightly less available for courses during all seasons, when compared to the total survey population. However, their availability departs most sharply from the total sample during Winter, when only 43.6% of the retired respondents would be available, compared with 58.6% overall.

Table 34

Seasons in Which Retired Persons (Age 55 and Over) Could Take Courses

	N	%
Summer	356	31.7
Fall	659	58.6
Winter	490	43.6
Spring	591	52.6

Respondents were also asked which times of day they would be able to attend classes. Table 35 indicates that most respondents could attend in the evenings, although about one-fourth of them responded that they could attend either in the morning or afternoon.

Table 35

Time of Day Convenient For Taking a Course

	N	%[a]
Mornings	5190	25.3
Afternoons	4810	23.5
Evenings	13410	65.5

[a] Based on 20,486 respondents.

In response to the question regarding the time of day when respondents could be available for classes, some of the persons interviewed said that they could be available at more than one time of day (i.e., both in the afternoon and evening). Further examination of the data indicated that although 72.1% of the respondents could attend classes during only one time period in the day (i.e., only morning or only afternoon), more than one-tenth (12.9%) could be available during two of the time periods, and another 5.4% could attend during any or all of the three periods of the day.

For all courses, more respondents could attend in the evening than in the morning. However, Table 36 lists the subjects of first-choice interest for which the greatest proportion of respondents could attend classes in the morning.

Table 36

First-Choice Subjects Selected by Highest Proportions of Respondents Able to Attend in Morning

	N	%[a]
Nursing	349	44.7
Religion	79	36.9
Social Sciences	114	36.7
Basic Education	93	33.9
Service Occupation	67	31.9
Science and Math	50	31.8
Business Skills	348	31.7
Average for all courses		25.3

[a] Based on number of respondents who chose this subject as first choice only.

Similarly, for all but one course, more respondents could attend during the evening than in the afternoon. For "Citizenship, English as a Second Language," the same proportion could attend at both times. The courses listed in Table 37 had the highest proportion of respondents who could attend in the afternoon.

Table 37

First-Choice Subjects Selected by Highest Proportions of Respondents Able to Attend in Afternoon

	N	%[a]
Citizenship, English as a Second Language	63	45.3
Religion	78	36.4
Nursing	267	34.2
Basic Education	92	33.6
Cooking	122	30.3
Arts and Crafts	467	30.1
Service Occupations	62	29.5
Performing Arts	137	29.3
Average for all courses		23.5

[a] Based on number of respondents who chose this subject as first choice only.

The greatest departure from the overall sample in availability during various times of the day was for retired respondents, for whom afternoons were most convenient and evenings least convenient (see Table 38).

Table 38

Time of Day Convenient for Retirees (Age 55 and Over) to Attend Classes (N=1131)

	N	%
Morning	474	42.2
Afternoon	593	52.8
Evening	379	33.7

Respondents were also asked which days of the week they would find convenient for taking courses. Responses are tabulated in Table 39. A majority of respondents found Monday through Thursday convenient, while only one-tenth or fewer could be available on weekends.

Table 39

Days of Week Convenient for Taking a Course

	N	%[a]
Monday	11734	57.3
Tuesday	12453	60.8
Wednesday	12306	60.1
Thursday	11254	54.9
Friday	6750	32.9
Saturday	2603	12.7
Sunday	1679	8.2
No Answer	2759	13.5

[a] Based on 20,486 respondents. Total is more than 100% because some respondents chose more than one day of the week.

When asked how many days per week they could attend classes, 86.5% of the survey population indicated that they could attend at least one day, while over half (54.5%) would be able to attend on at least three different days of the week (see Table 40).

Table 40

Total Number of Days Per Week

Selected as Convenient for Attending Class

	N	%	Cumulative %
7 days	725	3.5	3.5
6 days	655	3.1	6.6
5 days	3780	18.5	25.1
4 days	3045	14.9	40.0
3 days	2961	14.5	54.5
2 days	3305	16.1	70.6
1 day	3267	15.9	86.5
None chosen	2759	13.5	

Credit, Diploma, and Level of Course

Respondents were asked whether academic credit or some other form of recognition for coursework would be important to them. Slightly more than one-fourth (26.0%) of those who responded to this question indicated that they would want academic credit for coursework, while nearly one-third (32.3%) responded that some other form or recognition would be important. The remaining 41.7% of the respondents wanted neither credit nor other form of recognition.

Responses to a related question indicated that almost the same proportion of respondents who felt that credit for coursework was important to them (26.0%) also considered it important that they take a college-level course (26.5%). However, the majority of respondents (73.5%) responded that it would not be important to them that they take a college-level course in continuing education.

The specific subjects for which a majority of respondents felt that a college-level course would be important are listed in Table 41.

Table 41

First-Choice Subjects Selected by Highest Proportions of Respondents Wanting College-Level Courses

	N	%[a]
Education	316	71.7
Science and Math	101	66.4
Social Sciences	197	64.4
Nursing	410	53.7
Psychology, Human Behavior	329	50.2
Law	200	50.1
Average for all subjects		24.1

[a] Based on number of respondents who chose this subject as first choice only.

Over one-third of the adults interviewed (37.4%) said that they would want to take a continuing education course in order to obtain some type of license, diploma or degree. The greatest majority (62.6%), however, would not study for a license, diploma or degree.

Those respondents who said that they would take a course in order to obtain a license, diploma or degree were then asked to specify the type of credential they would seek. Responses in Table 42 indicate that about one-fourth of this sample would seek a college degree.

Table 42

Type of License, Diploma or Degree Desired

	N	%[a]
Four-Year College or Graduate Degree	1698	25.4
License	1426	21.3
High School Diploma	1316	19.7
Other certificate or diploma	1246	18.6
Two-Year College Degree	802	12.0
Other	196	2.9

[a] Based on 6684 respondents.

Tuition

Respondents were asked how much, if anything, they would be willing to spend for a course in their first-choice subject of interest. Responses in Table 43 indicate that nearly one-fourth (24.0%) were willing to pay from $10 to $25 for a course, although nearly as many (23.3%) felt that courses should be free of charge.

Table 43

Amount Respondents Would be Willing to Pay for Course in First-Choice Subject

	N	%[a]
More than $100	1525	8.4
Between $50 and $100	2408	13.3
Between $25 and $50	3061	16.9
Between $10 and $25	4346	24.0
Between $1 and $10	2552	14.1
Should be free of charge	4210	23.3

[a] Based on 18,101 respondents.

Teaching Methods

Respondents were asked if they preferred to study their first-choice subject through group instruction or by means of individual or self-guided instruction. More than three-fourths (78.7%) of those answering preferred group instruction (see Table 44) while nearly one-sixth (16.1%) preferred to learn with the aid of a tutor.

Table 44

Preference for Studying With a Group or With a Tutor

	N	%[a]
Together with a group of people	14798	78.7
With one person who would teach or help you	3020	16.1
Completely on your own	983	5.2

[a] Based on 18,800 respondents.

For several subjects, the proportion of respondents who wanted individual instruction was much higher than the mean (see Table 45). "Citizenship, English as a Second Language", "Driving, Flight Training" and "Basic Education" head this list. However, even for these subjects the majority of respondents would still prefer group instruction.

Table 45

First-Choice Subjects Selected by Highest Proportions of Respondents Preferring Individual Instruction

	N	%[a]
Citizenship, English as a Second Language	52	40.0
Driving, Flight Training	147	35.0
Basic Education	87	32.7
Building Trades	211	24.4
Industrial, Technical Skills	179	23.6
High School Equivalency	168	21.9
Service Occupations	40	19.9
Agriculture	48	19.5
Performing Arts	88	19.0
Computer Science	11	17.5
Average for all subjects		14.7

[a] Based on number of respondents who chose this subject as first choice only.

When asked about preferred learning methods, more than half of the respondents (52.9%) expressed a preference for "learning by doing", as indicated in Table 46.

Table 46

Method Preferred for Studying Subject of First Choice

	N	%[a]
Learning by doing	10034	52.9
Lecture and demonstration	4265	22.5
Questions and discussions	2271	12.0
On-the-job training	1475	7.8
Correspondence or home study	443	2.3
Reading	322	1.7
TV, records, tapes	164	0.9

[a] Based on 18,973 respondents.

Since respondents could select only one method from among those listed in Table 46, the low proportions selecting the last three options may not reflect the true degree of interest in these methods. Moreover, some types of courses lend themselves more readily to a particular teaching/learning method than others, e.g., a skill training course would primarily involve "learning by doing".

Summary

When responses to the questions regarding conditions for learning are considered, the following trends may be noted:

Site or location of course. Some type of education building was the site most frequently chosen. Convenience of location was the reason mentioned most frequently for choosing a site. A location needs to be within six miles travel to reach 60.7% of the respondents, and within one-half hour travel time to reach 83.2%. "Home", although chosen by only 7.6% of the total population as a preferred site, was the location most frequently mentioned by those interested in a course in Citizenship or English as a Second Language (30.9%).

Length of course. Most respondents wanted a series of courses with each course lasting from one to four months and with classes meeting once a week for a duration of two to four hours.

Season of year, time of day, and day of week. Fall was the season when most respondents could attend classes, although almost as many could attend in Winter or Spring. Evening was the time of day most respondents would be available for classes. However, daytime hours would be more convenient for retirees. The days most convenient for class attendance would be Monday through Thursday.

Credit, diploma, and level of course. Over one-fourth of the population surveyed wanted credit for coursework in continuing education, and over one-fourth also said that a college-level course would be important to them. However, there were only six subjects for which a majority of respondents felt that a college-level course was important. Over one-third of the respondents would want to study in order to obtain a license, diploma or degree.

Tuition. The highest proportion of respondents (24.0%) said that tuition should be between $10 and $25, although almost the same proportion (23.3%) said that courses should be free of charge.

Teaching methods. Although over three-fourths of the adults interviewed would prefer to study in a group setting, there were certain courses which one-third or more of the respondents would prefer to study with individual help.

Barriers to Participation

As part of the statewide survey, respondents were questioned about barriers to their participation in continuing education. A list of twenty-one potential barriers was presented (see Question 23 of the survey instrument in Appendix A) and each respondent was asked first to identify "any of these (reasons) keeping you from taking courses in the subject you are interested in," and, second, to identify "which one of these is the most important reason keeping you from taking a course."

Less than one-fifth (18.4%) of the sample reported no barriers to their participation in continuing education. Since 66.6% of the respondents had reported some participation in continuing education after completing their formal schooling, it becomes obvious that many of the perceived barriers had not kept these adults from participation. More likely, given the broad range and number of interests enumerated and discussed in the previous section of this report, these barriers have kept some adults from any type of participation in continuing education and have meant that many other adults feel that they have not been able to participate as much as they would have desired.

The listed barriers can be grouped into five categories: cost barriers, institutional barriers, time barriers, personal barriers, and informational barriers. Cost barriers are related to direct or indirect costs of attending classes. Direct costs include tuition, books, materials, and equipment, while indirect costs are those of travel to class, child care costs while parents attend classes, and the costs of new clothes or uniforms. Nearly two-fifths (37.5%) of the respondents listed one or more cost barriers, while 14.7% said that a cost-related barrier was the most important reason keeping them from participation.

Institutional barriers relate to scheduling and location of courses, i.e., inconvenient scheduling, classes that are too far away or in a place which is dangerous or difficult to get to, a lack of classes in the respondents' area of interest or classes that were filled before they could register. One or more of these institutional barriers was listed by 51.5% of the respondents, while 23.3% said that an institutional barrier was most important in keeping them from participation.

Time barriers relate to the respondents' perceptions of the time needed for participation in continuing education in relation to the time necessary to fulfill other responsibilities. Some of these barriers include the respondents' perceptions of program requirements, i.e., amount of time required to complete a program, or class assignments that would take too much time, while others relate a job, home, or family responsibilities. One or more of these time-related barriers was listed by 49.4% of the respondents, while 23.4% said that a time-related barrier was most important in keeping them from participation.

Personal barriers encompass self-image and feelings of inability to successfully participate, i.e., that the respondent feels too old to attend or fears failure, that the respondent doesn't know anyone else who attends, or that the respondent cannot attend because of disability or poor health. One or more of these barriers was listed by 17.4% of the respondents, while 4.9% said that a personal barrier was the most important hindrance to them.

The informational barriers relate to not having enough information about continuing education courses or not knowing how to get started in a continuing education program. Informational barriers were listed by 21.6% of the respondents, while 4.4% said that one of these barriers was most important in keeping them from participation.

Barriers to participation, whether real or perceived, differed for various groups included in the survey sample. A number of special groups of interest will be discussed in later sections of this report. Table 47 lists the ten most frequently identified barriers; those listed on the left were considered "most important," while those on the right were of general concern to many respondents.

Table 47

Most Frequently Identified

Barriers to Participation: Total Sample (N=20,486)

Most Important Barrier	%	Barrier Chosen Among Others	%
Home Responsibilities	12.1	Home Responsibilities	30.7
Cost of Tuition	9.5	Class Schedule Inconvenient	30.6
Class Schedule Inconvenient	8.7	Cost of Tuition	25.0
No Class Offered	8.5	No Class Offered	24.0
Job Responsibilities	6.1	Job Responsibilities	19.3
Too Far Away, No Transportation	4.1	Lack of Information	18.3
Lack of Information	3.5	Cost of Books & Equipment	16.6
Need for Baby Sitter	3.1	Too Far Away, No Transportation	14.6
Time Required to Complete	2.5	Time Required to Complete	14.5
Takes Time Away from Earning Money	2.4	Need for Baby Sitter	12.5

"Home Responsibilities" was the barrier selected most frequently, both as a general barrier and as the most important barrier. Although this barrier was the greatest hindrance to most people, it is the one which cannot be readily remedied by those who plan continuing education programs. The next three barriers identified, however, are ones over which continuing educators have more control, namely, cost of tuition, inconvenient class schedule, and lack of class offerings.

Nine of the ten barriers in each list in Table 47 are identical, with some minor positional changes. The one barrier in the list of barriers identified by all respondents which does not appear in the list of most important barriers is the cost of books and equipment. In most cases, the barrier was listed along with other cost-related barriers such as cost of tuition. Most of the respondents who identified this barrier realized that the cost of books and equipment is generally a minor cost in relation to other course-related costs and, therefore, did not identify it as most important.

Other sections in this report detail characteristics of various subgroups of the population as they relate to barriers: the amount of tuition they wish to pay, times that are convenient for attending class, classes desired and methods of getting information to the potential learner concerning class offering.

Summary

"Home Responsibilities" was the barrier identified most frequently, both overall and as most important, which would keep respondents from participating in continuing education. The three other barriers mentioned most frequently are ones for which continuing educators can make program changes to accommodate needs, namely: cost of tuition, inconvenient class schedule, and lack of offerings. Institutional barriers and time barriers were chosen most frequently, both as a general barrier to a person's participation in continuing education and as being the greatest hindrance.

Counseling and Information

In order to achieve their various learning objectives, adults must have necessary information about the availability, location and scheduling of learning activities in their areas of interest. Providers of such learning opportunities make extensive attempts to publicize and disseminate information about their offerings; but in spite of these efforts, this information may not always reach the adults who require it. Additionally, some of the adults who obtain the information may need additional explanation, interpretation or counseling in order to reach their specific learning goals.

Other research on adult learning needs (Johnstone & Rivera, 1965) indicates that greater knowledge and information about continuing education resources is related to membership in higher educational and socio-economic levels. However, since individuals from any subgroup or stratum of society may have need of special services to help them take advantage of continuing education opportunities, several interview questions were included in this survey to determine the personal perceptions and opinions of adults about counseling and information services.

Need for Information

The survey findings indicate that 47.0% of the adults interviewed felt that they did not have enough information about continuing education courses in their local communities. Another 41.1% felt they did have sufficient information and 11.5% did not have an opinion about the amount of information available to them.

This need for information varied depending upon characteristics of the persons surveyed. For example, individuals with job-related learning interests were slightly above the average (50.4%) in expressing the feeling that they did not have enough information.

A general trend was noted in relation to the age group of respondents and their relative need for information regarding continuing education, as shown in Table 48. The expressed need for information was greatest at the lowest age levels (below 25 years) and diminished with age. Within the age group of respondents 55 years and older, retired persons were most likely to say that they had enough information (54.2%) about local educational resources.

Income level of respondents also seemed to be related to the need for or availability of information about continuing education (see Table 49). Lack of adequate information was reported both by 57.9% of rural adults with incomes of less than $5000 per year and 59.7% of adults from the five largest metropolitan areas outside of New York City. In general, a greater proportion of respondents at the lowest income levels than those in higher income groups stated that they did not have adequate information.

Considering the problem of obtaining continuing education information in another way, the lack of information was mentioned by 18.3% of the respondents as a barrier to participation in continuing education activities. Of this group, 4.4% stated that it was their chief barrier. The frequency with which adults cited this as a barrier was related to their ages and levels of income. For example, among adults under 25 years of age, 21.8% cited lack of information as a barrier. This proportion diminished with an increase in the age of the respondents until only 14.7% of respondents age 55 and older considered lack of information to be an obstacle.

Adults at lower income levels were also more likely to name lack of information among their barriers to participation. The proportion identifying this barrier ranged from 20.4% of adults with family income of less than

Table 48

Respondents' Perception of Need for

Continuing Education Information by Age Group

AGE GROUP	HAS ENOUGH INFO.		NOT ENOUGH INFO.		NO OPINION		TOTAL
	N	%[a]	N	%[a]	N	%[a]	N
Under 25 years	1269	34.0	2002	53.6	356	12.4	3734
25-34	1943	39.0	2496	50.1	539	10.8	4978
35-44	1806	42.0	2037	47.3	461	10.7	4304
45-54	1379	46.7	1241	42.1	330	11.2	2950
55 and older	1078	51.4	741	35.4	277	13.2	2096
Total	7475	41.4[b]	8517	47.2[b]	2070	11.5[b]	18062

Note. Includes only those who responded to both age and information questions.

[a] Based on number of respondents in this age group only.

[b] Based on total number who responded to the questions.

Table 49

Respondents' Perception Of Need for Continuing Education Information by Family Income Level

FAMILY INCOME LEVEL	HAS ENOUGH INFO.		NOT ENOUGH INFO.		NO OPINION		TOTAL
	N	%[a]	N	%[a]	N	%[a]	N
Less than $5,000	938	34.0	1466	53.1	356	12.9	2760
$5,000 - $10,000	1534	37.1	2064	50.0	532	12.9	4130
$10,000 - $15,000	1294	41.2	1517	48.3	328	10.4	3139
$15,000 - $20,000	1123	45.0	1144	45.8	231	9.2	2498
$20,000 - $25,000	641	49.7	527	40.9	121	9.4	1289
$25,000 - $30,000	350	53.1	251	38.1	58	8.8	659
$30,000 or more	450	54.7	294	35.7	79	9.6	823
Total	6330		7263		1705		15298

Note. Includes only those who responded to both family income and information questions.

[a] Based on number of respondents in this income level only.

$2000 per year family income to 13% of adults in the highest family income level, $35,000 or more per year. These trends for the various age and income levels of adults also support the findings described for the responses to the interview question on whether adults have enough information about continuing education opportunities.

Methods of Obtaining Information

When asked about the best way of obtaining continuing education information, respondents overwhelmingly preferred the method of direct, mailed notices. Table 50 shows that approximately one-half of the survey respondents chose this response. This method also ranked first among the various subgroups in the sample, although the proportions selecting this answer varied from group to group. For instance, in the sample of urban residents from the five major New York cities, 39.7% of the respondents preferred mailed notices. In contrast, women who are full-time homemakers were among the highest proportion of respondents expressing their preference for direct mail. This is not surprising when one considers that the full-time homemaker may have fewer opportunities to utilize other sources of information outside the home.

Table 50

Respondents' Opinion of the Best Method Of Obtaining Continuing Education Information

Method	N	%
Newspaper	3576	18.7
Catalogs/Posters	2203	11.5
Radio/TV	1287	6.7
Mailed Notices	9570	50.1
Information Center	1567	8.2
Place of Work	636	3.3
None of these	251	1.3
Total	19,090	

A noticeable difference was also found in the proportion of adults selecting radio or television as a method of receiving continuing education information. The popularity of this method (6.7% in the general statewide sample) was highest among those with less formal education. This response ranged from 17.4% among those who said that they had eight or fewer years of formal education to 3.2% of those who had a college degree or graduate education. Similarly, the greatest preference for radio and television was found among those respondents with the lowest income levels. Among the respondents with $5000 or less family income, 15.5% selected this response, as compared with 3.2% of those with incomes of $25000 or more per year.

Usefulness of Counseling

Respondents were generally positive about the usefulness of some type of counseling to advise individuals about continuing education courses and services. Over two-thirds of the respondents felt that such a counseling service would help them to some extent (see Table 51). This response rate was even higher among subgroups such as persons with job-related learning interests and those with lower incomes and educational levels. Among respondents whose main learning interest was job-related, 80% felt that a counseling service would be very or somewhat helpful; this feeling was shared by 80.1% of respondents with family incomes of less than $5000 per year and 79.1% of adults with less formal education than a high school diploma.

Table 51

Respondents' Perception of the Usefulness of Continuing Education Counseling

	N	%
Very helpful	6724	37.2
Somewhat helpful	5926	32.8
Not very helpful	2628	14.6
Not at all helpful	2779	15.4
Total	18057	100.0

When interviewees were asked how likely they would be to consult an adult education counselor, slightly over one-half of the sample (52.8%) said that they would be somewhat or very likely to consult a counselor about financial assistance for education (see Table 52). This proportion of adults increased to 61.3% when the respondents were asked about the likelihood of consulting a counselor about job-related courses. Only about one in five adults felt that they would not use counseling services for continuing education.

Table 52

Likelihood of Respondents Consulting an Adult Education Counselor

	Purpose of Counseling			
	Financial Assistance		Job-Related Courses	
	N	%	N	%
Very likely	5217	28.5	6064	33.7
Somewhat likely	4447	24.3	4969	27.6
Not likely	4653	25.4	3700	20.5
Would not consult	4011	21.9	3277	18.2
TOTAL	18328	100.0	18010	100.0

When the responses were examined by educational and income levels of the respondents, differences were noted. Adults with less than a high school diploma were considerably more likely to say that they would consult a counselor than adults with some college or greater amount of education. Of the respondents with less formal education, nearly two-thirds (64.6%) indicated that they would be very or somewhat likely to consult a counselor about financial assistance for continuing education. In contrast, 42.2% of those with some college or a college degree felt that they would utilize counseling services for this reason. Similar results were obtained for the question about use of counselors for job-related educational counseling.

Respondents at lower income levels were also more likely to say that they would consult counselors about job-related continuing education programs. Approximately two out of every five (42.2%) of the interviewees whose family incomes were under $5000 per year said that they would be very likely to consult a counselor; another 29.1% indicated that they would be somewhat likely to consult a counselor for the same reason, bringing the total to 71.3% of the respondents at this income level. This is in contrast to the responses of adults with income levels of $20,000 and above, of whom 48.6% would be likely to consult a counselor (24.5% very likely). The responses of adults at other income levels fall in between these two extremes, showing a trend for increasing willingness to use continuing education counseling services as family income decreased.

With respect to age of the respondent, the likelihood of consulting a counselor about financial assistance or job-related study decreased as the age of the respondent increased. An explanation may be that older citizens have a diminished need for such services since they are more likely to study for personal enjoyment or avocational reasons than to pursue employment-related goals.

Summary

From the survey findings reported in this section, it appears that close to one-half of the adults interviewed felt that they did not have enough information about continuing education opportunities in their local communities, in spite of efforts by local continuing education institutions and agencies to notify potential participants. In general, the need for both information and counseling services was implied in the responses of persons in the lower income, educational and age categories. Respondents in these categories also perceived themselves as more willing to consult a counselor than individuals who were older, or had higher incomes or more formal education.

FINDINGS FROM SELECTED GROUPS IN THE SURVEY OF ADULT CONTINUING EDUCATION NEEDS

Survey data were examined according to the characteristics and responses of certain subgroups which were a part of the total sample. In this chapter, findings from the following special groups will be discussed: previous participants and non-participants in continuing education; groups designated by previous formal education; age groups; female vs. male respondents; ethnic groups; and selected urban and rural groups.

Previous Participants and Non-Participants in Continuing Education

This section compares characteristics of those adults who had participated in continuing education with those who had not received instruction in any subject or skill since completing their formal education. As mentioned earlier, two-thirds (66.6%) of the survey population reported some participation in continuing education after leaving school.

Demographic Characteristics

Previous participants and non-participants did not differ appreciably in geographic mobility. Approximately three-fourths of each group (74.8% of the participants and 73.3% of the non-participants) had lived in their present communities for more than five years.

Non-participants were generally a younger group (Table 53 shows that 41.1% of the non-participants were under 25 years of age) and were more likely to be single. These two observations are related in that 70% of respondents under age 25 were single. It may be that this younger group had completed its formal education so recently that fewer of them had had the opportunity, or seen the need to participate in continuing education. Respondents in the age groups 45 to 54 and 35 to 44 years had the highest rates of participation (75.0% and 73.9% respectively).

Table 53

Previous Participation in Continuing Education by Age Group

Age	Previous Participant		Non-Participant		Total
	N	%[a]	N	%	N
Under 25 years	2269	58.9	1586	41.1	3855
25-34 years	3588	69.6	1568	30.4	5156
34-44 years	3350	73.9	1184	26.1	4534
45-54 years	2349	75.0	781	25.0	3130
55 or older	1638	68.2	764	31.8	2402
TOTAL	13,194	69.2	5,883	30.8	19,077

[a] Based on number of respondents in this age group only.

The extent of previous participation also varied with level of formal education, as indicated in Table 54. Previous participants generally had higher levels of formal education than non-participants. Almost half (49.2%) of the participants had continued their formal schooling beyond high school, compared to one-fourth (25.5%) of the non-participants.

Table 54

Educational Level by Previous Participation in Continuing Education

	H.S. Diploma or Less		College or Business-Trade School		Total
	N	%	N	%	N
Previous Participant	6910	50.8	6680	49.2	13,590
Non-Participant	4555	74.8	1531	25.2	6,086

There was no appreciable difference in the ratios of males and females in these two groups. Previous participants consisted of 38% males while the non-participants were 38.4% male.

Slightly more participants (61.3%) than non-participants (54.3%) had children living at home. While the two groups were similar in the proportion having pre-school age children at home, more participants than non-participants had school-age children living at home (See Table 55).

Table 55

Age Groups of Children Living at Home by Previous Participation of Parents in Continuing Education

	Children Under 6	Children 6-18
	%	%
Previous Participant	25.1	46.6
Non-Participant	25.7	38.7

Participants were more likely to be employed than non-participants (63.8% vs. 52.3%) and, of those who were employed, slightly more participants worked 41 or more hours per week (36.7% of the participant workers and 33.4% of the non-participant workers).

More participants (13.7%) than non-participants (7.9%) were veterans.

Non-participants generally had lower family income levels than participants, as shown in Table 56. About one-third more non-participants (60.1%) than participants (38.9%) reported family income level of $10,000 or less.

Table 56

Income Level by Previous Participation in Continuing Education

	Less than $10,000		$10,000 or more		Total
	N	%	N	%	N
Participant	4334	38.9	6803	61.1	11,137
Non-Participant	2954	60.1	1963	39.9	4,917

When previous participation rates were examined according to racial/ethnic background of the respondents, Hispanics indicated the lowest rate of previous participation in continuing education, as shown in Table 57.

Table 57

Previous Participation in Continuing Education by Racial/Ethnic Identity

	Participant	Non-Participant
	%	%
Hispanic	54.8	45.2
Black	68.2	31.8
White	69.9	30.1
Oriental	62.2	37.8
Native American	66.9	33.1

Learning Interests

When the subjects of interest to participants are compared with those of non-participants (see Table 58), one notes that nine of the top ten most frequently selected were identical for both groups.

Table 58

Learning Interests of Respondents:

Previous Participants vs. Non-Participants

Previous Participants (N=13,639)	%	Non-Participants (N=6,136)	%
1. Arts & Crafts	37.6	1. Arts & Crafts	25.1
2. Physical Fitness	32.0	2. Sewing	20.9
3. Sports & Games	30.4	3. Home Decorating	20.2
4. Home Decorating	26.8	4. Physical Fitness	19.2
5. Gardening	25.8	5. Sports & Games	19.1
6. Sewing	23.9	6. Business Skills	19.0
7. Psychology, Human Behavior	23.4	7. Gardening	18.9
8. Travel	22.2	8. Cooking	17.4
9. Business Skills	21.5	9. Home Repairs	15.3
10. Home Repairs	21.3	10. Travel	14.6

The ten subjects of interest selected most frequently as first-choice by participants included seven of the top ten first-choice interests of non-participants (see Table 59). The three topics of first-choice interest included in the non-participants' lists which were not in the participants' top ten were home-related, namely, Home Repairs, Home Decorating and Gardening.

Table 59

First-Choice Learning Interests of Respondents: Previous Participants Vs. Non-Participants

Previous Participants (N=13,639)	%	Non-Participants (N=6,136)	%
1. Arts & Crafts	8.5	1. Business Skills	6.5
2. Business Skills	4.9	2. Arts & Crafts	5.8
3. Building Trades	4.2	3. High School Equivalency	5.4
4. Nursing	4.0	4. Building Trades	4.4
5. Psychology, Human Behavior	3.9	5. Sewing	3.8
6. Industrial, Tech. Skills	3.7	6. Industrial, Tech. Skills	3.7
7. Sewing	3.2	7. Nursing	3.5
8.5. High School Equivalency	3.1	8. Home Repairs	3.4
8.5. Sports & Games	3.1	9. Home Decorating	3.0
10. Management Skills	2.8	10. Gardening	2.8

Previous participants apparently had a wider range of interests than did non-participants. Five or more subjects of interest were selected by 47.7% of the participants and only 35.8% of the non-participants.

More participants (45.7%) than non-participants (39.3%) said that their first-choice learning interest was job-related. Of those with job-related interests, participants were more likely to want to study in order to advance in their present job (40.7% vs. 32.8%) while non-participants were more likely to want to study in order to find a new job (43.3% of the non-participants vs. 34.6% of the participants).

Conditions for Learning

Site or location of course. Participants (59.6%) preferred education buildings as learning sites more than non-participants (44.7%). Non-participants (11.6%) preferred studying at home more than participants (4.8%). When asked why they preferred their chosen learning site, 30.8% of the participants and 28.3% of the non-participants cited convenience of location. More non-participants (8.4%) than participants (5.4%) chose their preferred location because they "could set their own speed".

More participants (88.1%) would be willing to travel more than one mile to class than non-participants (75.2%). Similarly, more participants (81.5%) would be willing to travel 15 minutes or more to class than non-participants (69.0%). These differences may result, at least in part, from the fact that private transportation was available to more participants. Nearly four-fifths (78.5%) of the participants could get to class by car, truck, or motorcycle as opposed to 63.3% of the non-participants.

Length of course. Participants were willing to commit more time to classes than non-participants. More participants wanted a series of courses (63.0% vs. 50.7%), wanted courses to last one or more months (73.6% vs. 62.6%), wanted classes to meet one or more times per week (82.6% vs. 71.5%), and wanted each class to run 1-1/2 hours or longer (83.0% vs. 67.8%).

Scheduling by season of year, time of day, and day of week. Non-participants were more restricted than participants in when they said they could attend classes. For both groups, more people could attend classes in the Fall than in other seasons (67.0% of the participants and 53.9% of the non-participants). Also, either three or four sessions would be convenient for

42.7% of the previous participants and only 34.3% of the non-participants.

Evenings would be most convenient for both groups (70.6% of the participants and 57.0% of the non-participants). Slightly more non-participants (24.5%) than participants (22.9%) would find afternoons convenient for class attendance.

Availability on various days of the week was generally greater for previous participants than non-participants. Table 60 indicates that Mondays through Thursdays would be the days when most respondents could take courses.

Table 60

Days of the Week Respondents Could Attend Class by Previous Participation in Continuing Education

	Previous Participants	Non-Participants
	%	%
Monday	60.2	53.2
Tuesday	63.9	56.3
Wednesday	63.6	54.6
Thursday	58.7	49.2
Friday	34.9	30.1
Saturday	13.1	12.3
Sunday	8.3	8.3

A greater proportion of the previous participants (75.0%) than non-participants would find two or more different days of the week equally convenient for class attendance.

Credit, diploma and level of course. Previous participants were more likely than non-participants to want credit for a course (24.8% vs. 21.2%), to feel it important that they take a college-level course (27.5% vs. 16.5%), and to be working toward either a two-year or four-year college degree (14.0% vs. 8.5%). These findings may reflect the fact that previous participants tend to have higher levels of formal education than non-participants, as discussed earlier in this section.

Tuition. Previous participants indicated that they would be willing to pay more for courses than non-participants, as shown in Table 61. More of the non-participants (27.7%) than participants (21.5%) thought that classes should be free of charge, while those willing to pay $25 or more for a course included 40.6% of the participants and 23.2% of the non-participants.

Table 61

Amount Respondents Would Pay for Course by Previous Participation in Continuing Education

	$25 or More		$10-$25		$1-$10		Free of Charge		Total
	N	%	N	%	N	%	N	%	N
Participant	5041	40.6	3087	24.9	1621	13.1	2669	21.5	12,418
Non-Participant	1721	33.2	1168	22.6	856	16.5	1434	27.7	5,179
Total	6762		4255		2477		4103		17,597

Teaching methods. While learning with a group was preferred by both of these subgroups, more of the previous participants (77.9%) than non-participants (64.4%) chose this method. Non-participants expressed a greater preference for individual (16.9%) and self-guided (6.7%) instruction than previous participants (13.8% and 3.7% respectively).

Barriers to Participation

Previous participants and non-participants were very similar in their identification of barriers to participation in continuing education. Five of the six most frequently mentioned barriers of the two groups were identical (see Table 62) except for some positional differences. "Job responsibilities" was the barrier among the participants' top six which was not included in the non-participants' top six.

Table 62

Barriers Identified Most Frequently by Previous

Participation in Continuing Education

Previous Participants (N=13,639)	%	Non-Participants (N=6,136)	%
1. Class schedule inconvenient	34.0	1. Home, other responsibilities	28.2
2. Home, other responsibilities	32.6	2. Cost of tuition	26.4
3. No class offered	26.6	3. Class schedule inconvenient	23.9
4. Cost of tuition	24.8	4. No class offered	19.0
5. Job responsibilities	21.3	5. Lack of information	18.7
6. Lack of information	18.6	6. Cost of books & equipment	18.5

Barriers identified as most important by the two groups were also compared. Table 63 lists the six most important barriers for each group.

Table 63

Most Important Barriers by Previous Participation in Continuing Education

Previous Participants (N=13,639)	%	Non-Participants (N=6,136)	%
1. Home, other responsibilities	12.6	1. Home, other responsibilities	11.8
2. Class schedule inconvenient	10.0	2. Cost of tuition	10.8
3. No class offered	9.5	3. No class offered	6.3
4. Cost of tuition	9.1	4. Class schedule inconvenient	6.3
5. Job responsibilities	6.7	5. Class too far away, no trans.	4.9
6. Class too far away, no trans.	3.7	6. Job responsibilities	4.8

Except for positional changes, the top six most important barriers were identical for both groups. However, even though the barriers identified were the same, responses to other questions suggest that the two groups perceive these barriers differently. "Class schedule inconvenient" was mentioned frequently by both groups; however, previous participants were available more seasons of the year and more days of the week than non-participants. Apparently, for some of the non-participants a class must be offered at the specific time when they can attend. "Cost of tuition" was also a barrier to both groups. However, participants were generally willing to pay a higher tuition than non-participants, i.e., tuition that would appear "too high" to some non-participants would not be too high to more of the participants. "Class too far away, no transportation" was a barrier to both groups. However, more participants than non-participants had private transportation available to them, i.e., a car, truck or motorcycle. More participants than non-participants would be willing to travel more than a mile to class and to spend more than fifteen minutes in travel. Therefore, it appears that in order for the non-participants to overcome barriers, it is necessary to study their specific responses to questions related to each barrier. Responses indicate that tuition must be lower or classes free of charge, classes must be located nearer the respondent and classes must be given at the time of day, day of week, and season of year convenient to respondent, if continuing education programs are to attract previous non-participants.

Counseling and Information

More of the participants than non-participants said that educational counseling would be very helpful to them. However, more of the non-participants did not answer the question, perhaps because they have had little or no experience with adult counseling services. Table 64 compares responses of the two groups.

Table 64

Perceived Usefulness of Counseling by Previous Participation in Continuing Education

	"Very Helpful"		No Answer	
	Participant	Non-Participant	Participant	Non-Participant
	%	%	%	%
Counseling to get started	34.3	30.8	8.2	16.3
Financial counseling	26.3	24.4	6.7	15.5
Job-related counseling	31.8	25.9	8.3	17.0

Although fewer non-participants (29.1%) than participants (43.1%) felt that they had sufficient information about continuing education opportunities, non-participants also indicated that they would be less likely than participants to consult a counseling service to help them get started, for financial aid, or about job-related courses.

Summary

Differences between previous participants and non-participants in continuing education can be examined as a basis for considering the types of programs desired by non-participants and their reasons for non-participation.

Demographic characteristics. The age group under 25 years had the highest proportion of non-participants.

Participants generally have had more formal education and are more likely to be employed than non-participants.

More participants had higher incomes than non-participants.

Those classifying themselves as Hispanic had the highest percentage of non-participants among the various racial and ethnic groups.

Learning interests. There was similarity in the subjects of interest chosen most frequently by participants and non-participants, although participants expressed more interest in a greater number of subjects than non-participants.

More participants than non-participants said that they wanted to study for a job-related reason.

Conditions for learning. Participants were more likely than non-participants to prefer an education building as a site for learning.

More participants than non-participants had a car (or truck or motorcycle) as a means of getting to class, and were willing to travel at least a mile or more and spend at least fifteen minutes to get to class.

More participants than non-participants preferred a series of courses, wanted a course to last at least a month or longer, wanted the class to meet once a week or more often and wanted each class period to last 1-1/2 hours or longer. In general, previous participants were willing to commit more time to course work.

Participants could attend class more days of the week and more seasons of the year than non-participants. More participants wanted college level courses than non-participants.

More participants would be willing to pay $10 or more tuition than non-participants.

Barriers to participation. Although there was a similarity in barriers to participation identified by both groups, the manner in which the two groups perceived some of the barriers was different. This was shown in the differences in the conditions for learning preferred by the two groups.

Counseling and information. More participants than non-participants said that they had enough information about continuing education courses of interest to them. However, more participants also said that counseling would be very helpful to them. A greater proportion of non-participants did not answer the questions on counseling.

Groups Designated by Previous Formal Education

As part of the survey questionnaire, respondents were asked about their formal educational background. This section of the report discusses differences in learning needs and interests as they correspond to differences in educational background. The first part will examine trends in various characteristics of respondents and their needs and interests as level of previous formal education increases. The latter part will focus on the subgroup of respondents with fewer than eight years of formal schooling (generally the population designated as potential Adult Basic Education students).

Demographic Characteristics

Table 65 describes the total sample of respondents in terms of their previous formal education. Those who had not completed high school comprise 29% of the sample. Another 29% have a high school diploma, and approximately 40% continued their formal education beyond high school. Throughout the remainder of this discussion, the category "No formal education" is combined with "8 years or fewer", and "Business or trade school" is combined with "Some college".

Table 65

Previous Formal Education: Total Sample (N=20,486)

	N	%
No formal education	224	1.1
8 years or fewer	1676	8.2
Some high school	4038	19.7
High school diploma or G.E.D.	6006	29.3
Business or trade school	1384	6.8
Some college	3194	15.6
College degree or more	3740	18.3
No answer	224	1.1

A somewhat greater proportion of males dominated at both ends of the education scale, with 30.8% of the male respondents having less than a high school diploma and 22.1% having a college degree or graduate studies, as compared with, respectively, 27.4% and 16.1% of the female respondents.

Of those over age 55, 40.9% did not have a high school diploma, compared with 35.1% of those under age 25 and about 25% of those aged 25 to 54. Those 25 to 34 years old represented the highest proportion of college graduates (23.0%) while those under age 25 represented the lowest proportion (9.7%).

Minority respondents comprised the highest proportions of those without a high school diploma. This group included 60.3% of the Hispanic respondents, 55.5% of the Black respondents, 43.8% of the Oriental respondents, and 41.7% of the Native American respondents, compared with 24.4% of the White respondents. Conversely, 20.1% of the White respondents had graduated from college, compared with 14.1% of the Orientals, 9.0% of the Blacks, 8.1% of the Native Americans and 4.7% of the Hispanics.

As expected, family incomes generally increased with higher educational levels.

Previous Participation in Continuing Education

The proportion of respondents who had previously participated in continuing education (66.6% for the total sample) increased with the level of previous formal education from 43.8% of those with eight or fewer years of schooling to 84.5% of those with a college degree or graduate studies.

Regarding the site of their previous participation, several trends were noted. Persons with lower levels of formal education were more likely to have taken their coursework at their place of employment, this being the learning site for 17.5% of those with eight or fewer years of formal education as opposed to 8.3% of those with a college degree or graduate studies. Similar trends were evident for the site preferences "at home" and "community building". The opposite trend appeared when examining "education buildings" as the site of previous participation; this response increased from 57.7% of those with eight or fewer years of formal schooling to 76.6% of those with a college degree or graduate studies.

Persons with less than a high school diploma were more likely to have taken courses for job-related reasons than those with a high school diploma or more. However, there was little difference in the proportion of these latter groups (higher educational levels) who had taken courses for job-related reasons.

Learning Interests

Respondents were asked to choose any number of subjects in which they would be interested in taking a continuing education course; then they were to select the one subject which was most interesting to them. Tables 66-70 list the eight subjects most frequently chosen by respondents at each level. The left hand column of each table lists the subjects which were most interesting ("first-choice"). The right hand column lists the subjects which were chosen most frequently by all respondents.

Table 66

Learning Interests by Educational Level:
Eight Years or Fewer (N=1900)

First-Choice Subjects	% resp.	Subjects of Interest	% resp.
1. High School Equivalency	11.1	1. High School Equivalency	27.3
2. Basic Education	8.8	2. Basic Education	23.7
3. Business Skills	5.9	3. Sewing	18.8
4. Building Trades	5.2	4. Gardening	16.7
5.5 Sewing	4.9	5. Cooking	15.8
5.5 Industrial, Technical Skills	4.9	6.5 Arts and Crafts	15.7
7. Home Repairs	3.9	6.5 Building Trades	15.7
8. Arts and Crafts	3.8	8. Home Decorating	15.3

Table 67

Learning Interests by Educational Level:

Some High School (N=4038)

First-Choice Subjects	% resp.	Subjects of Interest	% resp.
1. High School Equivalency	12.4	1. High School Equivalency	34.6
2. Arts and Crafts	5.5	2. Arts and Crafts	26.6
3.5 Business Skills	5.3	3. Sewing	22.6
3.5 Building Trades	5.3	4. Physical Fitness	21.7
5. Nursing	5.0	5. Business Skills	21.5
6. Industrial, Technical Skills	4.8	6. Home Decorating	21.2
7. Sewing	3.6	7. Sports and Games	18.9
8. Driving, Flight Training	3.4	8. Cooking	18.4

Table 68

Learning Interests by Educational Level:

High School Diploma or GED (N=6006)

First-Choice Subjects	% resp.	Subjects of Interest	% resp.
1. Business Skills	8.4	1. Arts and Crafts	32.9
2. Arts and Crafts	7.6	2. Home Decorating	28.0
3.5 Building Trades	4.5	3. Physical Fitness	27.8
3.5 Nursing	4.5	4. Business Skills	26.6
5. Industrial, Technical Skills	4.3	5. Sewing	25.3
6. Sewing	3.9	6. Sports and Games	24.8
7.5 Home Repairs	3.5	7. Gardening	22.8
7.5 Psychology, Human Behavior	3.5	8. Cooking	20.2

Table 69

Learning Interests by Educational Level:

Some College, Business or Trade School (N=4578)

First-Choice Subjects	% resp.	Subjects of Interest	% resp.
1. Arts and Crafts	8.7	1. Arts and Crafts	39.4
2. Psychology, Human Behavior	4.6	2. Physical Fitness	33.5
3. Nursing	4.5	3. Sports and Games	31.8
4. Business Skills	4.4	4. Home Decorating	28.5
5. Management Skills	3.5	5. Gardening	26.9
6. Building Trades	3.4	6. Psychology, Human Behavior	26.2
7. Performing Arts	3.3	7. Sewing	24.2
8. Home Decorating	3.2	8. Travel	23.1

Table 70

Learning Interests by Educational Level:

College Degree or Graduate Studies (N=3740)

First-Choice Subjects	% resp.	Subjects of Interest	% resp.
1. Arts and Crafts	10.5	1. Arts and Crafts	43.1
2. Sports and Games	5.1	2. Sports and Games	39.1
3. Education	5.0	3. Physical Fitness	35.0
4. Psychology, Human Behavior	4.1	4. Gardening	30.0
5. Home Repairs	3.9	5. Home Repairs	27.9
6. Humanities	3.9	6. Travel	26.9
7. Physical Fitness	3.7	7. Humanities	26.4
8. Building Trades	3.6	8. Performing Arts	23.8

Respondents who had attended high school but had not graduated (see Table 67) selected "High School Equivalency" first, both in total interest and as first choice. Respondents with eight or fewer years of formal education (see Table 66) also ranked "High School Equivalency" highest on both lists, with "Basic Education" being ranked second. When the two highest-ranked responses for those with the least formal education are combined, the proportion of respondents increases to almost one-fifth (19.9%) who selected basic or high school education as first choice and over one-half (51%) who chose these subjects as being of some interest to them.

As levels of formal education increased, several trends were noted. First, the learning interests of those with less education were much more job-related than those at higher educational levels. Learning interests of the more highly educated tend more toward recreational and liberal arts subjects. As already noted, there is a strong relationship between education and earnings, and these trends follow the established pattern.

There was a general declining trend in the job-relatedness of respondent's first-choice subjects of interest, from 56.5% of those with eight or fewer years of formal education to 32.2% of those with a college degree or graduate studies.

Conditions for Learning

In choices of the sites which respondents preferred for studying their first-choice subjects, several trends were noted. First, the proportion of each group for whom the site would make no difference increased with educational level from 10.4% of those with fewer than eight years of formal schooling to 25.4% of those with a college degree or graduate studies. Of those expressing a site preference, education buildings became more popular as level of education increased; conversely, home instruction became less popular, as did preference for studying at their place of employment. Community buildings were given greater preference by those with less than a high school diploma than by other respondents.

Preference for group instruction increased with level of education, while the proportion preferring instruction with a tutor or self-guided learning declined with level of education. Preference for a series of courses, rather than a single course, was generally higher among those with higher levels of formal education. As level of formal education increased, preference for course length of from one to four months increased from 31.3% of those with eight or fewer years of formal schooling to 63.9% of those with a college degree or graduate studies. Preference for a course length of more than four months displayed the opposite trend, decreasing from 36.8% of those with eight or fewer years to 18.3% of those with at least a college degree

In responses regarding frequency of class meetings, those with less formal education showed a preference for more frequent meetings (daily or two to four times a week), while those with higher levels of formal education showed a preference for once a week meetings. Similarly, the groups with less formal education showed a greater preference than the more educated for longer class meetings (two to four hours or all day).

The importance of taking a college-level course generally increased with level of formal education, being most important to those who have had some college but who haven't received a college degree. The importance of receiving credit or some other form of recognition for coursework generally decreased with level of formal education, with the exception of those who have had some college, for whom credit was more important.

Respondents' availability for classes during various seasons of the year, times of day, and days of the week is detailed in Table 71. College graduates are generally more available during all seasons of the year, while those with fewer than eight years of formal education are generally the least available. The least educated are generally more available for classes in the morning and afternoon than those with more formal education. Regarding days of the week which respondents would find convenient for class attendance, those with fewer than eight years of schooling generally are less available on most days of the week.

Table 71

Respondents' Availability for Courses by Level of Formal Education

	% Who Are Available				
	8 Years or Fewer	Some H.S.	H. S. Graduate	Some College	College Graduate
Seasons Convenient					
Summer	34.9	32.9	29.6	29.5	36.2
Fall	53.6	57.8	60.9	66.5	69.8
Winter	45.9	53.2	55.1	62.0	64.5
Spring	40.9	49.1	52.3	57.6	62.0
Time of Day Convenient					
Morning	29.7	30.8	25.0	25.2	18.5
Afternoon	33.0	28.3	22.2	22.2	17.4
Evening	49.2	56.8	66.7	70.1	77.5
Day of Week Convenient					
Monday	55.5	59.3	56.0	58.7	57.9
Tuesday	60.2	61.1	60.2	62.2	62.0
Wednesday	56.3	60.2	59.3	62.4	62.5
Thursday	46.9	56.3	54.0	56.9	58.5
Friday	30.4	38.0	33.1	34.4	27.8
Saturday	12.8	13.3	12.6	13.0	12.1
Sunday	7.1	8.4	8.6	8.3	8.0

Barriers to Participation

Respondents were asked to identify as many barriers as they felt hindered them from participation in continuing education, then to select one of those barriers as being the greatest hindrance (the "most important barrier"). Tables 72-76 list the six barriers to participation most frequently mentioned by respondents at each educational level. The left hand column of each table lists the barriers which were identified as being the most important. The right hand column lists the barriers which were mentioned most frequently by all respondents

Table 72

Barriers to Participation by Educational Level: Eight Years or Fewer (N=1900)

Most Important Barrier	% resp.	Barrier Chosen Among Others	% resp.
1. Cost of tuition	9.1	1. Cost of tuition	23.8
2. No class offered	7.1	2. No class offered	17.8
3. Class schedule inconvenient	6.0	3. Class schedule inconvenient	17.7
4. Class too far away, no transportation	5.7	4. Cost of books & equipment	17.5
5. Home, other responsibilities	4.9	5. Home, other responsibilities	17.1
6. Job responsibilities	4.7	6. Class too far away, no transportation	16.5

Table 73

Barriers to Participation by Educational Level: Some High School (N=4038)

Most Important Barrier	% resp.	Barrier Chosen Among Others	% resp.
1. Cost of tuition	10.1	2. Cost of tuition	25.5
2. Home, other responsibilities	9.0	2. Home, other responsibilities	25.5
3. Class schedule inconvenient	6.9	2. Class schedule inconvenient	25.5
4. No class offered	6.7	4. No class offered	20.2
5. Job responsibilities	4.6	5. Cost of books & equipment	19.8
6. Class too far away, no transportation	4.5	6. Lack of information	19.6

Table 74

Barriers to Participation by Educational Level:
High School Diploma or GED (N=6006)

Most Important Barrier	% resp.	Barrier Chosen Among Others	% resp.
1. Home, other responsibilities	13.4	1. Home, other responsibilities	32.5
2. Cost of tuition	11.0	2. Class schedule inconvenient	31.0
3. Class schedule inconvenient	8.1	3. Cost of tuition	28.4
4. No class offered	7.9	4. No class offered	23.8
5. Job responsibilities	4.8	5. Lack of information	21.0
6. Class too far away, no transportation	4.0	6. Cost of books & equipment	19.2

Table 75

Barriers to Participation by Educational Level:
Some College, Business or Trade School (N=4578)

Most Important Barrier	% resp.	Barrier Chosen Among Others	% resp.
1. Home, other responsibilities	13.7	1. Home, other responsibilities	34.6
2. No class offered	9.9	2. Class schedule inconvenient	34.3
3. Cost of tuition	9.6	3. No class offered	27.0
4. Class schedule inconvenient	9.4	4. Cost of tuition	26.0
5. Job responsibilities	6.9	5. Job responsibilities	21.3
6. Class too far away, no transportation	3.5	6. Lack of information	17.3

Table 76

Barriers to Participation by Education Level:
College Degree or Graduate Studies (N=3740)

Most Important Barrier	% resp.	Barrier Chosen Among Others	% resp.
1. Home, other responsibilities	15.6	1. Class schedule inconvenient	38.4
2. Class schedule inconvenient	12.4	2. Home, other responsibilities	36.5
3. No class offered	10.5	3. No class offered	28.7
4. Job responsibilities	9.6	4. Job responsibilities	27.2
5. Cost of tuition	6.8	5. Cost of tuition	19.0
6. Time required to complete	3.4	6. Time required to complete	17.1

The barrier to taking classes which was mentioned most frequently both by those with eight or fewer years of education and those with some high school was "cost of tuition." For all respondents at higher educational levels, the most important barrier was "home, other responsibilities."

Five of the top six "most important" barriers were identical for respondents at all educational levels, with some positional changes. As discussed in the "Participants and Non-Participants" section of this report, however, there appear to be differences in the ways in which these barriers are perceived by each group.

It is interesting to note that the barrier "time required to complete program" was listed in the top six only by those with a college degree or graduate studies. This would seem to imply that some respondents in this group were considering or perhaps had already begun study in some type of graduate program.

Respondents with Eight or Fewer Years of Education

A group of special interest are those respondents who have had eight or fewer years of formal schooling. This is the target population of programs such as Adult Basic Education (ABE). This section will examine more closely the characteristics of this population within the survey sample.

The survey included 1900 persons (9.3% of the total sample) who reported eight or fewer years of formal schooling. Of this group 48.3% were male, 51.7% female. They were generally older than the total survey population, with 40.3% age 45 or over, compared with 27.7% of the total population. They included a larger proportion of minority respondents (36.9%) than the overall sample (19.4%). They also had much lower family income levels than the sample as a whole, 44.9% reporting family income of less than $5,000 and only 7.5% reporting income of over $15,000 compared with, respectively, 14.9% and

27.2% of the total survey population.

Only 43.8% of these respondents reported some previous participation in continuing education. Of these participants, 70.0% reported having taken instruction for job-related reasons, compared with 58.1% of all participants. Eighteen percent of the previous participants took classes at their place of employment (as opposed to 13.4% of all participants), 13.9% in a community building, and 5.5% at home. They expressed less preference than other respondents for attending classes in an education building, with only 59.4% having taken classes there as opposed to 68.0% of all participants. Among those who had taken courses in some type of education building, most (54.4%) had gone to an elementary, junior, or senior high school building, as opposed to 37.6% of the total sample. The less educated had attended classes at a two-year or four-year college much less often than the total sample (3.6% vs. 33.1%).

The learning interests of respondents with eight or fewer years of formal schooling were much more job-related than those of people with higher levels of previous schooling. (See Tables 66-70, presented earlier in this section.)

The two most frequently mentioned learning interests of this group, both in general and as first-choice, were High School Equivalency and Basic Education. Other "first-choice" interests in the top ten were Business Skills, Building Trades, and Industrial and Technical Skills. More than half of this group (56.5%) stated that their first-choice learning interest was job-related, compared to 43.0% of the total sample. Even those interests which were not job-related were more home-related than the interests of more highly educated groups, e.g., Home Repairs, Sewing, Cooking, Gardening, and Home Decorating.

Following the pattern of previous class attendance away from education buildings, less than half of these respondents would prefer to study their first-choice subject in an education building. A higher proportion of this group than other groups would prefer to study at their place of employment (6.5% vs. 4.4% of the total sample), 19.2% at home (vs. 7.0%), and 14.3% at a community building (vs. 9.4%).

They expressed less preference than the total sample for group instruction (61.7% vs. 72.2%), with many preferring to study with the aid of a tutor (30.1%) or on their own (8.1%). Preference for "learning by doing" was shown by 48.8%, while 16.6% preferred lectures and demonstrations, 12.5% preferred a question and discussion format, and 8.5% preferred on-the-job training.

Among those expressing a preference, 48.0% would prefer a course length of more than four months, 42.4% preferred one to four months, and 9.6% preferred a course which would last only one or two sessions. This course length preference was generally somewhat longer than for the population as a whole. Similarly, this group preferred both more frequent and longer class meetings than the total sample.

Credit or other recognition for coursework was apparently not important to these respondents, with only 20.7% saying that neither is important, compared with 37.4% of the total sample. Because of their greater preference for basic education and high school equivalency, it is not surprising that college-level courses would be less important to them than to others. Those who would want to study for some type of license, diploma or degree included 47.2%, compared with 33.5% of the total sample.

Their availability for classes during the various seasons of the year, times of day, and days of the week are detailed in Table 7 (earlier in this section). As was noted, their availability was generally less than that of groups with higher levels of education.

Respondents in this group would be able or willing to pay less than other groups for courses, 44.8% saying that courses should be free of charge and an additional 23.9% being unwilling to pay more than $25. However, since fewer of them wanted college-level courses which generally have higher tuition, the level of payment stated may be realistic for the actual cost of courses which they would take (or lack of tuition in the case of High School Equivalency or Adult Basic Education). As a group, these respondents were also less willing to travel to class, 7.3% being unwilling or unable to travel at all and an additional 50.9% being unwilling to travel more than five miles. Similarly, 7.4% were unwilling to spend any time in travel to class and an additional 57.3% were unwilling to spend more than thirty minutes in travel.

Only 28.6% of this group stated that they had enough information about continuing education courses. Their preferred methods of receiving such information were mailed notices (30.7%), radio or television (15.4%), and newspapers (14.7%). A continuing education counseling service would be very or somewhat helpful to 79.1% of them, while 67.9% said that they would be very or somewhat likely to consult such a service regarding financial aid and 71.3% would be very or somewhat likely to consult it in regard to job-related courses. All of these statistics regarding counseling services are considerably higher for this group than for the total survey population.

Barriers to participation in continuing education for this group were listed in Table 72, earlier in this section. Cost of tuition was the top-ranked barrier, which is not surprising considering the relatively low levels of family income cited. Institutional barriers ("no class offered" and "inconvenient class scheduling") were also highly ranked. The "no class offered" barrier may be an informational rather than institutional barrier, given the low proportion who felt that they had sufficient information about continuing education opportunities. This lack of information may also have contributed to the response "class schedule inconvenient."

Summary

Total sample by educational levels. Approximately 40% of the total sample had some formal education beyond high school. Nearly 30% had a high school diploma with no further schooling, and almost 30% had less than a high school diploma. Minority respondents comprised the highest proportion of those without a high school diploma. More respondents at higher levels of education had participated previously in continuing education. The first choice as a learning interest for those who had not graduated from high school was High School Equivalency,as it was also for those with eight or fewer years of formal education. Additionally, Basic Education was ranked second in importance by the least educated.

As level of formal education of the sample increases, the following trends are noted:

1. There is more interest in recreational and liberal arts subjects;
2. Fewer respondents choose subjects for job-related reasons;
3. Choice of educational buildings as a site for learning increases, and home instruction becomes less popular;
4. Preference for group instruction increases and preference for a tutor or self-guided learning declines;
5. Preference for a series of courses increases;
6. Importance of a college-level course generally increases, but is most important to those with less than a college degree.

College graduates would be more available than any other group for continuing education classes during all seasons of the year, while respondents with eight or fewer years of formal education are generally the least available. However, while the least educated are generally more available for classes in the morning and afternoon than those with more formal education, they are generally less available on most days of the week. The most important barrier to taking classes, mentioned most frequently both by those with eight or fewer years of education and those with some high school, was "cost of tuition". For all respondents at higher educational levels, the most important barrier was "home and other responsibilities".

Respondents with eight or fewer years of education. There were 1900 persons included in this sub-sample of respondents with eight or fewer years of formal schooling. The group was almost evenly divided between males and females. They were older, on the average, than the total survey population, represented a larger proportion of minority respondents than the sample as a whole, and also reported lower family income levels. Fewer of this group than other groups in the sample reported previous participation in continuing education. Of those who had participated, a greater proportion than in the total sample had taken courses for job-related reasons. The two most frequently mentioned learning interests of this group were high school equivalency and basic education. A higher proportion of this group than of the total sample said that their first-choice learning interest was job-related. Although "education building" was the first-choice for location of classes, a lower proportion chose it than in the total sample; more respondents in this group chose the home as a site than the total sample. The least educated respondents preferred longer courses and more frequent and longer class meetings than the total sample. Credit or other recognition would be more important to this group than to the total sample. Generally, they would be available to attend classes at fewer seasons and fewer days of the week than those with higher levels of education.

Almost half would like their courses to be free of charge. They wish to travel shorter distances and spend less time in travel than the group as a whole. Only slightly more than one-fourth felt that they had enough information about continuing education courses. Their interest in counseling services was considerably higher than that of the total sample. "Cost of tuition" was the top-ranked barrier for this group. The next three most frequently mentioned barriers were lack of classes, inconvenience of scheduling, and inconvenience of site and location.

Age Groups

This section discusses the special interests and characteristics of various age groups as they may differ from the total survey population. Two special groups of interest, retired people and a "pre-retirement" group, will also be separately examined. Table 77 shows the age distribution for the total sample of persons surveyed.

Table 77

Age Distribution: Total Sample (N=20,486)

Age Group	N	%
Under 25	4018	19.6
25 - 34	5271	25.7
35 - 44	4655	22.7
45 - 54	3204	15.6
55 and over	2472	12.1
No answer	866	4.2

Demographic Characteristics

Certain of the demographic characteristics showed marked relationships with age. The proportion of never-married respondents was maximum for those under age 25 (69.4% declining to 15.2% for the 25-34 group, and to 4.1% and remaining relatively constant above age 34).

Also to be expected is the pattern of respondents with children living at home. Among those under age 25, only 23.5% had children at home, with the great majority of the children being under 6 years of age. The proportion of respondents with children at home increased markedly past this age group to 70.3% in the 25-34 age range, 87.3% in the 35-44 age range, 72.9% in the 45-55 group, and then declining to only 24.7% for the 55 and over group. As might also be expected, the proportion of pre-school children dropped as age of respondents increased.

The proportion of respondents employed either full- or part-time increased slowly with age from 57.8% in the under 25 group to 70.5% in the 45-54 group, then dropped to 38.5% for the 55 and over group. Almost half (45.8%) of those age 55 and over in the sample described themselves as retired.

Among those who were employed, the average number of hours worked per week was relatively constant in the age range 25-54, and somewhat less for those under 25 and over 55. Unemployment rates among respondents declined with age from a maximum of 24.9% among those under age 25.

There was also a definite relationship between age and family income, with income level generally increasing with age but dropping for the 55 and over age group, due to the large proportion of retired persons in this group.

As mentioned in the chapter on ethnic groups, the Hispanic and Black respondents were somewhat younger than the overall sample, and Whites were slightly older.

The group of respondents age 55 and over had the highest proportion of high school non-completers (40.9%), followed closely by those under age 25 (35.1%). The proportion of non-completers remained relatively constant, at about 25%, for those ages 25-54.

The highest proportion of previous non-participants in continuing education were those under age 25. This may be explained by the fact that people in this group have most recently completed high school or college and thus, have not had as much time as others to become involved in continuing education activities.

Previous Participation in Continuing Education

Among those who had participated previously in continuing education, there was a marked relationship between age and recency of participation. This might be expected since the younger participants (under age 25) could not have participated more than ten years ago.

Considering sites of past participation, respondents under age 25 had attended classes in education buildings more than the general sample, and those over 55 less. Those over 55 had attended classes in community buildings more than other age groups.

Of those who attended classes in an education building, respondents under age 25 were more likely than other age groups to have gone to a BOCES or two-year college building or an adult education center. Older groups were more likely than others to have gone to an elementary, junior or senior high school building. These facts may be explained in part by the fact that participation for job-related reasons decreased with age: 71.7% of the respondents under age 25 took courses for job-related reasons, as compared with 47.1% of those age 55 and over. In general, job-related courses are more likely to be offered at a BOCES facility or two-year college building than at other types of education buildings.

Learning Interests

Tables 78-82 list the ten most frequently mentioned subjects of learning interests for each age group in the survey sample. The left-hand column lists the subjects which were most interesting ("first-choice") to respondents. The right hand column lists the subjects which were chosen most frequently by all respondents (subjects considered to be of general interest).

Table 78

Learning Interests by Age Group:

Under age 25 (N=4018)

First-Choice Subjects	% resp.	Subjects of Interest	% resp.
1. Business Skills	6.3	1. Arts & Crafts	34.2
2.5. Arts & Crafts	6.1	2. Physical Fitness	33.5
2.5. High School Equivalency	6.1	3. Sports and Games	30.7
4. Industrial, Tech. Skills	5.8	4. Business Skills	24.5
5. Building Trades	4.9	5.5. Driving, Flight Trng.	21.8
6. Nursing	4.8	5.5. Travel	21.8
7.5. Performing Arts	3.5	7. Cooking	21.7
7.5. Driving, Flight Trng.	3.5	8.5. Industrial, Tech. Skills	21.4
9. Psychology, Human Behavior	3.0	8.5. Psychology, Human Behavior	21.4
10. Physical Fitness	2.9	10. Home Decorating	20.6

Table 79
Learning Interests by Age Group: Ages 25-34 (N=5270)

First-Choice Subjects		% resp.	Subjects of Interest		% resp.
1.	Arts & Crafts	7.7	1.	Arts & Crafts	36.6
2.	Business Skills	6.1	2.	Physical Fitness	33.3
3.	Building Trades	4.9	3.	Sports & Games	29.5
4.	Nursing	4.4	4.	Home Decorating	28.2
5.	High School Equivalency	4.0	5.	Gardening	26.7
6.	Industrial, Tech. Skills	3.6	6.	Sewing	24.8
8.	Psychology, Human Behavior	3.4	7.	Psychology, Human Behavior	23.0
8.	Physical Fitness	3.4	8.	Cooking	22.1
8.	Sewing	3.4	9.	Business Skills	21.7
10.	Education	3.1	10.	Home Repairs	21.6

Table 80
Learning Interests by Age Group: Ages 35-44 (N=4655)

First-Choice Subjects		% resp.	Subjects of Interest		% resp.
1.	Arts & Crafts	6.3	1.	Arts & Crafts	31.4
2.	Business Skills	5.8	2.	Physical Fitness	28.0
3.5.	Nursing	4.4	3.	Sports & Games	27.1
3.5.	Building Trades	4.4	4.	Home Decorating	26.7
5.	Psychology, Human Behavior	4.1	5.	Sewing	23.1
6.	High School Equivalency	3.6	6.	Business Skills	22.1
7.	Home Repairs	3.5	7.	Psychology, Human Behavior	21.7
8.	Industrial, Tech. Skills	3.3	8.	Home Repairs	21.0
9.5.	Home Decorating	3.1	9.	Travel	19.2
9.5.	Sewing	3.1	10.	Cooking	18.9

Table 81
Learning Interests by Age Group: Ages 45-54 (N=3204)

First-Choice Subjects		% resp.	Subjects of Interest		% resp.
1.	Arts & Crafts	7.4	1.	Arts & Crafts	30.7
2.	Business Skills	5.0	2.	Sports & Games	25.5
3.	Sewing	3.9	3.	Home Decorating	24.0
4.5.	Sports & Games	3.6	4.	Gardening	22.9
4.5.	Building Trades	3.6	5.	Physical Fitness	22.4
6.	Home Repairs	3.5	6.	Home Repairs	20.4
7.5.	Travel	3.4	7.	Business Skills	19.6
7.5.	Industrial, Tech. Skills	3.4	8.	Retirement Planning	19.5
9.5.	Psychology, Human Behavior	3.1	9.	Cooking	18.4
9.5.	Management Skills	3.1	10.	Investment	18.0

Table 82
Learning Interests by Age Group: Ages 55 and Over (N=2472)

First-Choice Subjects		% resp.	Subjects of Interest		% resp.
1.	Arts & Crafts	12.8	1.	Arts & Crafts	32.9
2.	Sewing	5.8	2.	Gardening	26.8
3.	Gardening	4.8	3.	Sewing	24.1
4.	Travel	4.2	4.	Travel	19.9
5.	Home Repairs	3.6	5.	Home Decorating	19.7
6.	Retirement Planning	3.2	6.	Sports & Games	16.6
7.	Sports & Games	3.0	7.	Retirement Planning	15.8
8.5.	Home Decorating	2.8	8.	Cooking	15.7
8.5.	Building Trades	2.8	9.	Home Repairs	15.0
10.	Business Skills	2.6	10.	Physical Fitness	14.4

The subjects which were of greatest interest ("First-Choice") to younger respondents were more job-related than for older groups. For example, five of the top first-choice subjects for respondents under age 25 and in the 25-34 group were job-related, compared with four of the top six first-choice subjects for the 35-44 group, two out of six for ages 45-54, and none for the group of respondents age 55 and over.

On the other hand, retirement planning was included in the top ten subjects of interest only for those over age 45, while physical fitness dropped in the rankings for these older persons.

As might be expected from an examination of these lists of learning interests, the proportion of respondents who stated that their primary learning interest was job-related declined with age. More than three-fifths (61.7%) of those under age 25 had job-related reasons for their primary interest, as opposed to less than one-fifth (16.7%) of those over age 55.

Conditions for Learning

Respondents in the younger age groups showed a greater preference for a series of courses or other long-term educational programs than older groups. The older groups generally preferred a single course, although a relatively high proportion wanted a longer format. This would seem to relate to the findings that respondents in the younger groups had more job-related interests and were more desirous of the credentials toward which longer programs usually lead. Additionally, the choice of learning site for younger respondents was more dependent on the availability of tools and equipment than for older respondents. All of these preferences are indicators that younger respondents have a greater interest than older groups in long-term courses and programs which would prepare them for employment or to improve in their work.

While all age groups expressed a greater preference for group rather than individual or self-guided instruction, those under age 25 and over age 55 showed a somewhat greater preference than other groups for the latter methods of instruction. The under 25 group was less likely than others to choose a lecture or question and discussion format, while showing a greater preference than others for on-the-job training.

Regarding course scheduling, the 55 and over group would be available for classes more mornings and afternoons than younger age groups, probably a result of the fact that many in the older age bracket are retired. The number of seasons respondents would be available declined with age, as did the number of weekdays convenient for class attendance. The under 25 group was available more on weekends than other groups. The desired frequency of classes declined with age, although the desired length of each class showed no consistent relationship with age.

As mentioned earlier, younger groups were more desirous of earning credentials. Closely related to this was the evidence that the importance of earning credit or other recognition for course work declined with age, as did the importance of taking a college-level course.

The amount of tuition which respondents would be willing to pay for courses declined steadily with age, the largest decline being noted for the age 55 and over group. A similar trend is evident in willingness to travel to class, both in distance and in travel time. Generally, as the age of respondents increased, they expressed less willingness to travel any distance or spend time getting to classes.

No age group had a majority stating they had enough information about continuing education opportunities. The proportion stating that they did have sufficient information increased slowly from 32.0% of the under age 25 group to 44.0% for those over 55 years of age.

The perceived usefulness of counseling services and the likelihood that respondents would consult such services decreased with age. Those stating that they would be "very likely" to consult such a service regarding job-related courses declined from 37.4% for the under age 25 group to 15.1% for those over 55. These trends can be related, in the former case, to the fact that income generally increased with age, and in the latter case, to the fact that interest in job-related courses declined with age.

Barriers to Participation

The conditions most frequently identified as barriers to participation in continuing education are listed in Tables 83-87, according to the age group of respondents. Only the six barriers which were identified most often by each group are listed. The left hand column of each table lists the barriers which were considered by respondents to be the "most important". The right hand column lists the barriers which were mentioned most frequently by all respondents.

Table 83

Barriers to Participation by Age Group: Under age 25 (N=4018)

	Most Important Barriers	% resp.		Barrier Chosen Among Others	% resp.
1.	Cost of tuition	15.6	1.	Cost of tuition	34.1
2.5.	Class schedule inconvenient	7.5	2.	Class schedule inconvenient	27.9
2.5.	No class offered	7.5	3.	Cost of books & equipment	24.9
4.	Home, other responsibilities	6.2	4.	No class offered	23.7
5.	Job responsibilities	5.0	5.	Lack of information	21.8
6.	Lack of information	4.4	6.	Home, other responsibilities	20.6

Table 84

Barriers to Participation by Age Group: Ages 25-34 (N=5270)

Most Important Barrier	% resp.	Barrier Chosen Among Others	% resp.
1. Home, other responsibilities	14.8	1. Home, other responsibilities	38.8
2. Cost of tuition	11.4	2.5. Cost of tuition	29.6
3. Class schedule inconvenient	8.8	2.5. Class schedule inconvenient	29.6
4. No class offered	8.3	4. Need for baby sitter	26.1
5. Need for baby sitter	6.6	5. No class offered	24.0
6. Job responsibilities	6.0	6. Job responsibilities	20.8

Table 85

Barriers to Participation by Age Group: Ages 35-44 (N=4655)

Most Important Barrier	% resp.	Barrier Chosen Among Others	% resp.
1. Home other responsibilities	17.7	1. Home, other responsibilities	40.4
2. Class schedule inconvenient	9.7	2. Class schedule inconvenient	34.7
3. No class offered	9.1	3. No class offered	26.1
4. Cost of tuition	7.8	4. Cost of tuition	23.6
5. Job responsibilities	7.5	5. Job responsibilities	22.0
6. Class too far away, no transportation	4.1	6. Lack of information	17.9

Table 86

Barriers to Participation by Age Group:

Ages 45-54 (N=3204)

Most Important Barrier	% resp.	Barrier Chosen Among Others	% resp.
1. Home, other responsibilities	12.3	1. Class schedule inconvenient	33.2
2. Class schedule inconvenient	10.5	2. Home, other responsibilities	30.2
3. No class offered	10.2	3. No class offered	26.0
4. Job responsibilities	7.3	4. Job responsibilities	21.4
5. Cost of tuition	6.1	5. Cost of tuition	18.5
6. Class too far away, no transportation	3.9	6. Lack of information	17.6

Table 87

Barriers to Participation by Age Group:

Ages 55 and Over (N=2472)

Most Important Barrier	% resp.	Barrier Chosen Among Others	% resp.
1. Feel too old	8.7	1. Class schedule inconvenient	21.4
2. No class offered	8.1	2. No class offered	20.5
3. Class schedule inconvenient	7.0	3. Feel too old	19.5
4. Home, other responsibilities	6.3	4. Home, other responsibilities	15.4
5. Class too far away, no transportation	4.6	5. Lack of information	14.7
6. Disability, poor health	4.4	6. Class too far away, no transportation	14.0

As was discussed earlier in this report, there emerged a very distinct age-related pattern to the barriers. For those under age 25, "cost of tuition" is the highest-ranked of the "most important" barriers. For those ages 25-54, "home and other responsibilities" was most important. Those over 55 said that they "feel too old" to return to school.

Another interesting, though not unexpected, finding was that the "need for babysitter" was ranked highly only by those in the 25-34 age group. As was mentioned, this is the group with the largest number of pre-school children at home.

For those over age 55, "cost of tuition" was no longer ranked highly as a barrier. Instead, personal and institutional barriers were identified. This was the only group who listed "disability and poor health" as a barrier.

Sub-Sample of Retirees (age 55 and over)

The responses of retired people were examined in greater depth, since this is a group of special interest. This group was selected from among all respondents on the basis of a question asking if they were retired and also were over 55 years of age. This latter requisite was included so as to eliminate persons such as retired military officers who, although they may retire after 20 years of service, may only be 40 years old at the time of their retirement.

Cross-tabulations on the retired sample compared previous continuing education participants and non-participants with other characteristics of the sample. The following discussion will highlight differences between participants and non-participants within this sample as well as some characteristics of the sample as a whole.

Among retired persons, females included a slightly higher proportion of previous participants than males (70.1% vs. 67.1%). Marital status appeared to have no relationship to previous participation for this group. There was, however, a marked relationship between educational level and previous participation, with participation increasing from 59.7% for those who never completed high school to 87.4% for those with a college degree or graduate studies.

In spite of their retirement status, 12.0% of the retired sample stated that they were employed, with about 20% of those employed working 31 or more hours per week. The previous participation rate of those employed was higher than for those not currently working (80.8% vs. 67.7%). Participation also increased with level of family income, from 62.1% of those with less than $7000 annual income to 89.7% of those with income levels over $15,000.

Among those who had previously participated in continuing education, 54.0% took their coursework in an education building, 20.9% in a community building, and 14.0% at their place of work. Of those who attended classes in an education building, 40.5% attended at an elementary, junior or senior high school building, 19.4% in a four-year college building, and 18.2% at an adult education center. Almost half (46.3%) of the participants took courses for job-related reasons. For those participating for other than job-related reasons, the most frequent reasons given were "for personal enjoyment" (38.8%), "to be better informed" (21.2%), "to meet people" (17.8%), and "to learn skills to save money" (15.9%).

Table 88 lists the most frequently chosen subjects of learning interest for the sample of retirees. The table is divided into three sections, the first representing "Previous Participants" among the total retired sample, the second representing "Previous Non-Participants", and the third section representing the total sample of retired persons interviewed. The left hand column of the table lists the subjects which were most interesting (first-

Table 88

Learning Interests of Retirees by Previous Participation in Continuing Education

Previous Participants (N=752)

First-Choice Subjects	% resp.
1. Arts & Crafts	18.9
2. Sewing	5.6
3.5. Travel	4.1
3.5. Gardening	4.1
5. Sports & Games	3.9
6. History, Govt., Current Events	3.1
7. Home Repairs	2.8
8. Performing Arts	2.7
9.5. Home Decorating	2.5
9.5. Humanities	2.5

Subjects Chosen Among Others	% resp.
1. Arts & Crafts	41.1
2. Gardening	26.6
3. Sewing	24.7
4. Travel	22.1
5. Sports & Games	20.0
6. Home Decorating	17.4
7. Cooking	15.5
8.5. Building Trades	15.4
8.5. Humanities	15.4
10. Physical Fitness	14.1

Previous Non-Participants (N=346)

First-Choice Subjects	% resp.
1. Gardening	10.4
3. Home Repairs	6.6
3. Travel	6.6
3. Sewing	6.6
5. Arts & Crafts	6.1
6. Cooking	3.8

Subjects Chosen Among Others	% resp.
1. Gardening	28.9
2. Sewing	20.8
3. Arts & Crafts	20.0
4. Home Decorating	17.4
5. Home Repairs	15.6
6. Cooking	14.8
7. Travel	14.4
8.5. Building Trades	10.6
8.5. Retirement Planning	10.6
10. Sports & Games	8.9

Total Retirees (N=1131)

First-Choice Subjects	% resp.
1. Arts & Crafts	14.6
2. Gardening	6.1
3. Home Decorating	5.8
4. Travel	4.9
5. Home Repairs	4.0
6. Sports & Games	3.3
7. Home Decorating	2.7
8. Cooking	2.3
9.5. Performing Arts	2.2
9.5. History, Govt., Current Events	2.2

Subjects Chosen Among Others	% resp.
1. Arts & Crafts	34.3
2. Gardening	27.2
3. Sewing	23.2
4. Travel	19.5
5. Home Decorating	17.1
6. Sports & Games	16.4
7. Home Repairs	15.5
8. Cooking	15.1
9. Humanities	11.8
10. Physical Fitness	11.5

choice") to respondents. The right hand column lists the subjects which were chosen most frequently by all respondents in this sample (subjects considered to be of general interest).

It may be noted that virtually all interests of retirees who responded were recreational rather than job-related. Only 9.3% of the retired sample said that their first choice learning interest was job-related. Other reasons for current or future participation cited included: "for personal enjoyment" (53.4%), "to meet people" (15.3%), "to learn skills to save money" (13.2%), and "to be better informed" (13.1%). As can be seen, although previous participation in continuing education was in great part for job-related reasons, now that these people have retired, personal enjoyment has become the main reason for participation.

Respondents in this sub-sample were asked to identify barriers which would hinder them from participating in continuing education activities. Their responses are listed in Table 89. The table is divided into three sections, the first representing "Previous Participants" among the total retired sample, the second representing "Previous Non-Participants", and the third section representing the total sample of retired persons interviewed. The left hand column of the table lists the barriers which were considered by respondents to be the "most important". The right hand column lists the barriers which were mentioned most frequently by all respondents.

It should be noted that the highest-ranked barriers are personal and institutional in nature as opposed to the predominence of cost and time-related barriers which were more highly ranked by younger, non-retired persons.

Regarding conditions desirable for taking continuing education courses, the retired persons interviewed showed a distinct preference for education and community buildings (39.3% and 30.4% respectively) as the site for their

Table 89

Barriers to Participation for Retirees by Previous Participation in Continuing Education

Previous Participants (N=752)

Most Important Barrier	% resp.	Barrier Chosen Among Others	% resp.
1. Feel too old	9.3	1. Class schedule inconvenient	18.1
2. No class offered	7.7	2. Feel too old	17.8
3. Class schedule inconvenient	6.9	3. No class offered	17.5
4. Class too far away, no transportation	5.7	4. Class too far away, no transportation	15.3
5. Disability, poor health	4.8	5. Lack of information	12.6
6. Lack of information	4.1	6. Cost of tuition	11.3

Previous Non-Participants (N=346)

Most Important Barrier	% resp.	Barrier Chosen Among Others	% resp.
1. Feel too old	15.3	1. Feel too old	31.2
2. Disability, poor health	9.0	2. No class offered	17.0
3. No class offered	6.9	3. Class too far away, no transportation	16.2
4. Class too far away, no transportation	5.8	5. Cost of tuition	13.9
5. Home, other responsibilities	4.1	5. Nobody you know attends	13.9
6. Class schedule inconvenient	3.2	5. Disability, poor health	13.9

Total Retirees (N=1131)

Most Important Barrier	% resp.	Barrier Chosen Among Others	% resp.
1. Feel too old	11.3	1. Feel too old	22.1
2. No class offered	7.5	2. No class offered	17.4
3. Disability, poor health	6.0	3. Class schedule inconvenient	16.1
4. Class schedule inconvenient	5.7	4. Class too far away, no transportation	15.3
5. Class too far away, no transportation	5.6	5. Lack of information	12.2
6. Home, other responsibilities	3.7	6. Cost of tuition	11.9

courses. Nearly half of the respondents chose these sites on the basis of convenient location.

Respondents in this group expressed a great preference for group instruction. They preferred "learning by doing" (55.1%) and "lecture-demonstration method" (25.1%) over other instructional methods. The preferred length of course was one to four months (47.4%), followed by more than four months (26.8%) or only one or two class sessions (12.8%). They preferred that a class meet once a week (51.0%) or two to four times a week (22.3%). Preferred length of sessions was two to four hours (53.5%) or 1½ hours (26.5%).

Retired persons did not desire credit or other recognition for coursework as much as younger, non-retired respondents, nor did they desire college-level courses as much. Only 8.1% would want to study for some form of license, degree or diploma.

As a group, they were less willing or able to travel to class. Almost three-fourths (71.3%) said that they would not travel more than five miles, and 76.7% would not spend more than thirty minutes in travel to class.

More than half of this group (54.2%) felt that they had suffucient information about continuing education courses. Although slightly more than half (52%) responded that a counseling service would be "very" or "somewhat helpful", less than half of the respondents in this group would be "very" or "somewhat likely" to consult such a service regarding financial aid or job-related courses. These findings are consistent with responses indicating that cost was not a very important barrier to participation for respondents in this group, nor did they express much interest in job-related courses.

Respondents who were retired and over 55 years of age indicated that they would be able to attend courses during the seasons, days and times shown in Table 90.

Table 90

Respondents' Availability for Courses: Retirees (Ages 55 and Over)

Seasons Respondents Could Take Course	%
Summer	31.7
Fall	58.6
Winter	43.6
Spring	52.6
Time of Day Convenient for Course	**%**
Morning	42.4
Afternoon	52.8
Evening	33.7
Day of Week Convenient for Course	**%**
Monday	52.7
Tuesday	53.6
Wednesday	58.1
Thursday	49.9
Friday	34.9
Saturday	11.6
Sunday	6.0

Fall and Spring were the seasons preferred by this group, Summer usually being reserved for vacations and travel being difficult in the Winter. Afternoons were preferred by most respondents, followed by mornings. This may reflect both the difficulty and danger of night-time travel for older persons. Monday, Tuesday, and Wednesday were the preferred days of the week, with a very low proportion of respondents indicating that they could attend weekend classes.

Pre-Retirement Group (age 45 and over, not retired)

Another group of special interest was comprised of those respondents who were approaching retirement. This group was selected from the overall sample by age (over 45) and by the fact that they were not yet retired. Differences between previous participants and non-participants in continuing education within this sub-sample were noted, and will be discussed in this section.

Within this sample, males comprised a higher proportion of previous participants than females (76.2% vs. 71.4%). Marital status seemed to be related to participation in that separated, divorced, or widowed respondents had a somewhat lower participation rate (67.4%) than single (72.7%) or married (74.3%) respondents. There was a marked relationship between previous educational attainment and previous participation, with the latter increasing from 54.8% among those with less than a high school diploma to 90.4% for those with a college degree or graduate studies.

Among the pre-retirement sample, 70.2% were employed full or part-time, with 81.7% of those working 31 or more hours per week. The participation rate of employed respondents was higher than for those not working (77.5% vs. 65.0%). Participation also increased with level of family income, from 56.3%

of those with less than $7,000 annual income to 84.4% of those with incomes over $15,000.

Among those who had previously participated in continuing education, 65.9% took their coursework in some type of education building, 14.5% at their place of employment, and 9.3% in a community building. Of those who attended classes in an education building, 43.5% attended at an elementary, junior or senior high school building, 19.9% at a four-year college, and 11.0% at a two-year college. Of the participants, 52.7% took courses for job-related reasons. Among those participating for other than job-related reasons, the most frequent reasons cited were "for personal enjoyment" (37.1%), "to be better informed" (28.0%), and "to learn skills to save money" (20.5%).

The subjects of learning interest most frequently chosen by respondents in the pre-retirement group are listed in Table 91. The table is divided into three sections, the first representing "Previous Participants" among the total pre-retirement sample, the second representing "Previous Non-Participants", and the third section representing the total sample of respondents in the pre-retirement group. The left hand column of the table lists the subjects which were most interesting ("first-choice") to respondents. The right hand column lists the subjects which were chosen most frequently by all respondents in this sample (subjects considered to be of general interest).

As may be noted, virtually all of the subjects of general interest were recreational or home-related. In the "first-choice" lists, however, several job-related subjects appeared. This pattern was also typical of younger age groups, but the younger respondents generally had an even larger dominance of job-related interests in the "first-choice" lists.

Table 91

Learning Interests of Pre-Retirement Group by Previous Participation in Continuing Education

Previous Participants (N=3191)

	First-Choice Subjects	% resp.		Subjects Chosen Among Others	% resp.
1.	Arts & Crafts	8.9	1.	Arts & Crafts	36.9
2.	Business Skills	5.0	2.	Sports & Games	27.1
3.	Sewing	4.2	3.	Travel	25.0
4.5.	Sports & Games	3.8	4.	Gardening	24.5
4.5.	Travel	3.8	5.5.	Home Decorating	24.0
6.5.	Building Trades	3.6	5.5.	Physical Fitness	24.0
6.5.	Industrial, Tech. Skills	3.6	7.5.	Sewing	22.8
8.	Psychology, Human Behavior	3.5	7.5.	Retirement Planning	22.8
9.	Investment	3.2	9.	Investment	20.5
10.	Management Skills	3.1	10.	Home Repairs	19.9

Previous Non-Participants (N=1176)

	First-Choice Subjects	% resp.		Subjects Chosen Among Others	% resp.
1.	Arts & Crafts	7.7	1.	Gardening	22.6
2.	Sewing	5.2	2.	Home Decorating	22.3
3.	Gardening	4.3	3.	Arts & Crafts	21.9
4.	Home Repairs	4.2	4.	Sewing	21.0
5.	Business Skills	3.9	5.	Cooking	17.8
6.5.	Home Decorating	3.3	6.	Home Repairs	16.1
6.5.	Building Trades	3.3	7.	Retirement Planning	13.6
8.	High School Equivalency	3.2	8.	Sports & Games	13.3
9.	Cooking	3.1	9.	Physical Fitness	12.6
10.	Industrial, Tech. Skills	2.9	10.	Travel	12.3

Total Pre-Retirement Group (N=4471)

	First-Choice Subjects	% resp.		Subjects Chosen Among Others	% resp.
1.	Arts & Crafts	8.5	1.	Arts & Crafts	31.5
2.	Business Skills	4.6	2.	Gardening	24.0
4.	Sewing	3.5	3.	Home Decorating	23.6
4.	Building Trades	3.5	4.	Sports & Games	23.3
4.	Sports & Games	3.5	5.	Sewing	22.3
6.5.	Travel	3.4	6.	Travel	21.4
6.5.	Industrial, Tech. Skills	3.4	7.	Physical Fitness	20.9
8.	Home Repairs	3.3	8.	Retirement Planning	20.2
9.	Psychology, Human Behavior	2.9	9.	Home Repairs	18.8
10.	Investment	2.8	10.	Cooking	17.7

This observation is reinforced by the fact that only 37.7% of the pre-retirement group said that their first-choice interest was job-related. The other reasons for participation most frequently cited by this group were "for personal enjoyment" (49.7%), "to learn skills to save money" (22.2%), and "to be better informed" (17.7%).

Barriers to participation in continuing education which were identified by respondents in the pre-retirement group are listed in Table 92. The table is divided into three sections, as were similar tables presented in this section of the report. The left hand column of the table lists the barriers which were considered by respondents to be the "most important". The right hand column lists the barriers which were mentioned most frequently by all respondents.

It may be noted that the highest ranked barriers were institutional and time-related in nature. Respondents who comprise the pre-retirement group are generally at the peak of their earning power, and therefore, the cost of education should be secondary to them. Highly ranked by this group was the barrier "no class offered", which, as was discussed earlier in this report, may be an informational rather than an institutional barrier.

This group expressed a great preference for education buildings as their learning sites (58.4%), with only 11.8% preferring a community building and 18.5% stating no preference. The most frequent reason given for choice of learning site was convenience of location (46.5%).

More than four-fifths (81.1%) of this group preferred group instruction over individualized methods. Half of the respondents (52.8%) would choose "learning by doing" as a format, compared with one-fourth (25.8%) who preferred a "lecture-demonstration" format. The preferred length of course was from one to four months or more than four months (25.8%). Respondents in

Table 92

Barriers to Participation for Pre-Retirement Group

by Previous Participation in Continuing Education

Previous Participants (N=3191)

Most Important Barrier	% resp.	Barrier Chosen Among Others	% resp.
1. Class schedule inconvenient	11.6	1. Class schedule inconvenient	34.2
2. Home, other responsibilities	11.5	2. Home, other responsibilities	28.4
3. No class offered	10.4	3. No class offered	26.9
4. Job responsibilities	7.5	4. Job responsibilities	22.8
5. Cost of tuition	5.7	5. Lack of information	18.0
6. Class too far away, no transportation	3.4	6. Cost of tuition	16.9

Previous Non-Participants (N=1171)

Most Important Barrier	% resp.	Barrier Chosen Among Others	% resp.
1. Home, other responsibilities	10.8	1. Home, other responsibilities	24.7
2. No class offered	7.7	2. Class schedule inconvenient	22.5
3. Job responsibilities	6.8	3. No class offered	20.9
4. Cost of tuition	6.4	4. Cost of tuition	18.0
5. Class schedule inconvenient	5.6	5. Feel too old	17.2
6. Feel too old	5.2	6. Class too far away, no transportation	16.5

Total Pre-Retirement Group (N=4471)

Most Important Barrier	% resp.	Barrier Chosen Among Others	% resp.
1. Home, other responsibilities	11.3	1. Class schedule inconvenient	31.8
2. Class schedule inconvenient	9.9	2. Home, other responsibilities	27.3
3. No class offered	9.6	3. No class offered	25.2
4. Job responsibilities	7.3	4. Job responsibilities	20.7
5. Cost of tuition	5.8	5. Lack of information	17.4
6. Class too far away, no transportation	3.9	6. Cost of tuition	17.1

Respondents in the pre-retirement group indicated that they would be able to attend courses during the seasons, days and times shown in Table 93.

Table 93

Respondents' Availability for Courses:

Pre-Retirement Group (Age 45 and Over)

Seasons Respondents Could Take Course	%
Summer	26.9
Fall	58.7
Winter	53.5
Spring	49.9

Time of Day Convenient for Courses	%
Morning	22.8
Afternoon	21.5
Evening	67.1

Day of Week Convenient for Course	%
Monday	53.3
Tuesday	56.8
Wednesday	55.9
Thursday	50.9
Friday	29.7
Saturday	11.6
Sunday	7.2

this group generally preferred classes which would meet once a week (56.2%) or two to four times a week (23.4%), with each class lasting for two to four hours (53.5%) or for 1-1/2 hours (29.8%).

Respondents in this group, on the whole, would require less formal recognition for their work than younger groups, with 54.1% desiring neither credit nor other form of recognition. College-level courses would be unimportant to 81.0% of the respondents in the pre-retirement group. Almost one-fourth (23.5%) would study for some form of license, diploma or degree.

As a group, they are less willing to travel long distances to class than younger groups. Almost half (47.4%) would travel no more than five miles to class and 67.9% would spend no more than thirty minutes in travel to class.

Almost half (47.9%) of this group felt that they had sufficient information about continuing education courses. More than half (52.4%) said that a counseling service would be very or somewhat helpful to them and 52.1% would be very or somewhat likely to consult such a service about job-related courses. Two-fifths (40.1%) of the respondents would be very or somewhat likely to consult such a service regarding financial aid.

Summary

The highest proportion of high school non-completers of the total population surveyed was in the 55 and over age group (40.9%), followed closely by those under age 25 (35.1%).

Respondents under 25 had participated less than other groups in continuing education, probably because they had completed their formal schooling recently and had not yet had time to become involved in continuing education activities.

Younger persons were more likely to have taken courses for job-related reasons than older persons. Similarly, more younger persons said that their first-choice learning interest for future participation was job-related. For example, five of the top six first-choice interests of the under 25 and 25-34 age groups were job-related, compared with four out of six for the 35-44 group, two of six for the 45-54 group, and none of the top six for the age 55 and over group.

Younger respondents were generally more desirous than older respondents of earning credentials; they also expressed a stronger preference for credit or other recognition and college-level courses.

The proportion of respondents saying that they did have sufficient information about continuing education courses increased with age from 32.0% of those under age 25 to 44.0% of those 55 and over.

The perceived usefulness of counseling services, and the likelihood that respondents would consult such services showed a decline with increasing age of the respondent.

There emerged a distinct age-related pattern to the barriers to participation in continuing education. Among those under age 25, "cost of tuition" was the top-ranked and most important barrier. For those ages 25-54, "home and other responsibilities" was most important and the highest proportion of those over 55 "feel too old" to return to school.

Sub-sample of retirees (age 55 and over). Virtually all of the highest-ranked learning interests of the retired sample were recreational, with only 9.3% of the respondents saying that their first-choice learning interest was job-related. The most important reason given by this group for future participation in continuing education was for personal enjoyment.

The highest-ranked barriers to participation for this group were personal and institutional, as opposed to the predominance of cost and time-related barriers which were more highly ranked by younger, non-retired persons.

Respondents in this group expressed very little desire for credit or other formal recognition for coursework, nor did they wish to take college-level courses.

They were less willing or able to travel to class than younger groups; half of this group chose their preferred learning sites on the basis of convenient location.

More than half responded that they had sufficient information about continuing education courses. They would be less likely than younger groups to utilize counseling services for financial aid and information about job-related courses.

Retired respondents would find Fall and Spring courses more convenient than courses during other seasons of the year. They would be available for courses mostly in the afternoons and least in the evenings.

Pre-retirement group (age 45 and over, not retired). Although 52.7% of past participants in this group had taken courses for job-related reasons, only 37.7% stated that their first-choice learning interest for future participation would be job-related. The learning interests of the pre-retirement group included some job-related subjects, but the list of top-ranked interests was less dominated by these subjects than the lists of younger groups.

The highest-ranked barriers to participation for this group were institutional and time-related. Respondents who comprise the pre-retirement group are generally at the peak of their earning power and, therefore, costs of education are usually secondary to them.

The group, on the whole, desired less formal recognition for their studies than younger groups, with less than one-fourth stating that they would be studying for some type of credential.

Almost half felt that they had sufficient information about continuing education courses. Slightly more than half felt that counseling for job-related courses would be helpful, and about two-fifths would find financial aid counseling useful.

Female Vs. Male Respondents

Recent emphasis on the continuing education needs shared by special groups of men and women has focused attention on sex-related differences in learning interests, conditions for learning and barriers to participation. In particular, educational planning and programming has centered on broadening the existing learning opportunities for both sexes, as well as in developing new opportunities for such groups as homemakers, working mothers or women facing problems of re-entry into the world of work. Thus, responses of the adults interviewed throughout the state will be discussed in this section in light of differences which seem to be related to the sex of the respondents.

Demographic Characteristics.

It was stated earlier in this report that the sample of respondents included more women (60.4%) than men (39.6%). Of these respondents, more women (15.7%) reported thamselves as separated, divorced or widowed than men (7.5%), while about the same proportion of both groups indicated that they are presently married. Males reported slightly higher levels of education than the females in the sample. Of the men surveyed, 22.1% said that they have a college degree or beyond, compared to 16.1% of the women. Although somewhat similar proportions of men and women had less than a high school education (30.8% for males, 27.4% for females), more women than men reported having a high school diploma (31.9% of the women, 25.9% of the men).

Approximately one-half of the women (50.1%) and three-quarters of the men (75.3%) were employed either full- or part-time. However, the women were more likely to be working part-time; 34.8% of the women employed outside the home stated that they worked 30 or fewer hours per week, compared to 8.3% of the employed men. Family income levels reported by both sexes were relatively constant across all income categories. A similar constancy in responses was noted in the replies to ethnic group membership. The greatest difference within the minority group representation occurred among Hispanics. In this category, a slightly larger proportion of males (4.6% of the total survey population) than females (3.4%) were interviewed.

Learning Interests

The men and women in the survey sample differed in their expressed learning interests. Tables 94 and 95 list the ten subjects of learning interest most frequently chosen by each sex. The left hand column of each table lists the subjects which were of greatest interest ("first-choice") to respondents. The right hand column lists the subjects which were chosen most frequently by all respondents of each sex (subjects considered to be of general interest to respondents).

Table 94

Learning Interests by Sex of Respondent: Males (N=7870)

First-Choice Subjects	% resp.	Subjects Chosen Among Others	% resp.
1. Building Trades	10.0	1. Building Trades	35.1
2. Industrial, Tech. Skills	8.5	2. Industrial, Tech. Skills	30.9
3. Home Repairs	5.7	3. Home Repairs	30.1
4.5. Sports and Games	4.0	4. Sports and Games	29.5
4.5. Driving, Flight Training	4.0	5. Physical Fitness	24.6
6. Management Skills	3.8	6. Driving, Flight Training	22.5
7. High School Equivalency	3.6	7. Arts and Crafts	19.1
8. Arts and Crafts	3.5	8. Investment	17.9
9. Engineering	2.9	9. Law	17.6
10. Physical Fitness	2.5	10. Management Skills	17.3

Table 95

Learning Interests by Sex of Respondent: Females (N=12,000)

First-Choice Subjects	% resp.	Subjects Chosen Among Others	% resp.
1. Arts and Crafts	10.4	1. Arts and Crafts	43.0
2. Business Skills	7.6	2.5. Home Decorating	36.8
3. Nursing	6.0	2.5. Sewing	36.8
4. Sewing	5.3	4. Physical Fitness	30.0
5. Home Decorating	4.3	5. Gardening	28.5
6. Psychology, Human Behavior	4.1	6. Cooking	27.5
7. High School Equivalency	3.9	7. Business Skills	27.0
8. Travel	3.0	8. Sports and Games	25.1
9. Cooking	2.7	9. Travel	22.8
10. Performing Arts	2.6	10. Performing Arts	19.6

The learning interests of the men and women interviewed followed traditional sex-stereotyped lines. The males selected building trades, industrial and technical skills and home repairs among their top interests, while the women selected arts and crafts, business skills and nursing as their learning priorities. However, women tended to select more subjects of interest than the men in the sample. Slightly over one-third of the women (36.3%) listed seven or more learning interests, compared to one-fourth of the men (26.6%). This tendency to cite more learning interests is reflected in the change in the ranking of the women's top three interest choices, when first-choice learning interests are compared with the subjects of interest chosen by all women. When women were asked to choose the one subject that most interested them (first choice) among all the subjects of interest, the following positional changes were noted. Home decorating (ranked 2.5 in overall interests) dropped to fifth place as a first-choice, while sewing (also ranked 2.5 among all subjects) dropped to fourth place as a first-choice subject. Physical fitness, which did not appear among the top ten first-choice subjects (it was ranked twelfth), was fourth in overall popularity, a fact attested to by its selection by nearly one-third of the women interviewed. In contrast, the top four learning interests for men were ranked the same on both lists.

Conditions for Learning

The responses of men and women were remarkably similar on such aspects of continuing education study as the total length of a course or desirability of taking a college-level course. Both males and females (49.4% of the total sample) indicated that their main preference was for a period of study from one to four months, a period encompassing the traditional academic semester. In addition, about one-fourth (26.4%) of the total sample felt that it would be important for them to study at college level, while 37.4% of the sample wanted to study for a license, diploma or degree. Of these latter respondents, slightly more males (39.8%) than females (35.7%) would desire this form of recognition.

On other variables related to planning and scheduling of educational activities, men and women differed in their responses in ways which suggest relationships with traditional sex roles. For instance, women were more likely to be available mornings and afternoons than men (see Figure 4), although evening was the most popular time for both sexes to attend classes.

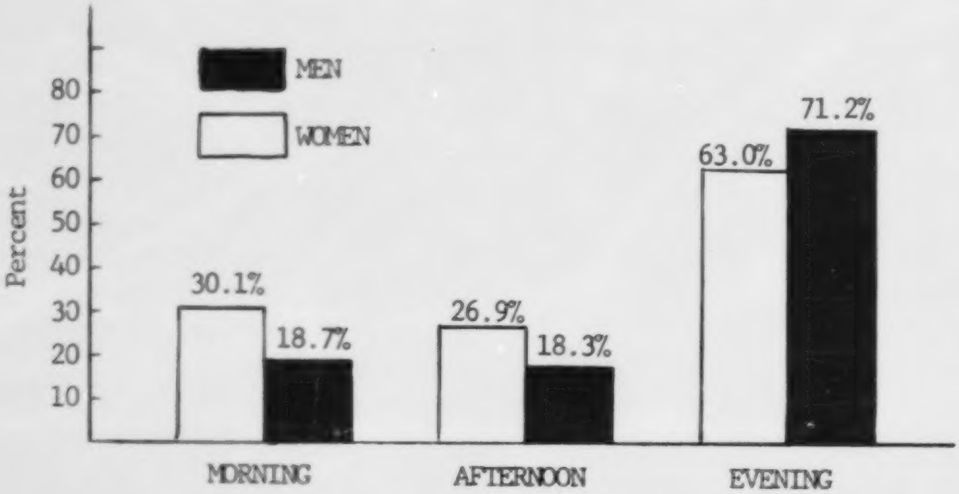

Figure 4. Preference of Men vs. Women for Time of Day to Attend Classes

When respondents were asked to indicate the days of the week which would be convenient for them to study, both sexes expressed a preference for weekdays (Monday through Thursday). There was a consistent trend for slightly more women (4 to 5% of the total) to choose these days than men. Although a low proportion of respondents generally chose Saturdays or Sundays for continuing education activities, more men (10 to 15%) than women (7 to 11%) indicated that they could attend classes on weekends.

About one-third of both the men and women interviewed said that it would be convenient for them to study during the Summer. However, more women preferred Fall and Spring as seasons in which to take courses; the season preferred by the greatest number of men was Winter (see Figure 5).

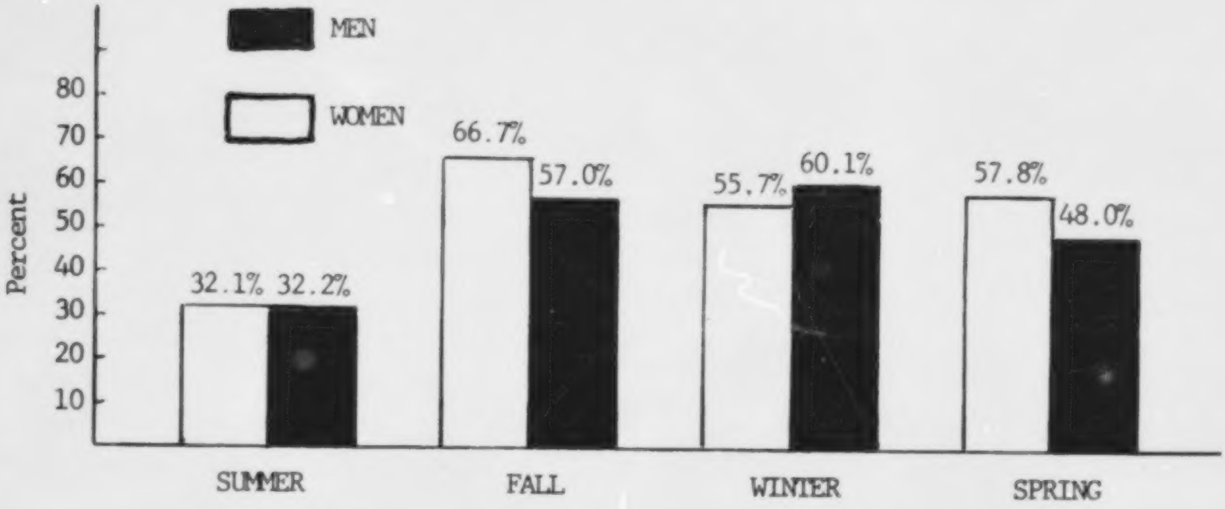

Figure 5. Preference of Men vs. Women for Season of Year to Attend Classes

In general, males were willing to pay a higher tuition to take a course; 23.3% of male respondents, compared with 16.9% of female respondents, were willing to pay $50 or more for a continuing education activity. Also, men were willing to travel greater distances and spend more time in travel than were the women interviewed, although nearly three-fourths of both groups would travel to the learning site by car.

Barriers to Participation

Men and women in the survey sample differed in the reasons which they feel would keep them from participating in continuing education activities. Table 96 shows the top six barriers for males and females in the sample. Although four of the six "most important" barriers (left hand column of table) are the same in both lists, their ranking differs for each sex. These rankings, as well as the remaining barriers in each list, appear to reflect traditional roles of men and women. For example, "home responsibilities" was the chief barrier to continuing education participation for female respondents; but it was in fifth place among the major barriers for males. Additionally, the proportion of women who considered this an important barrier

Table 96

Barriers to Participation by Sex of Respondent

Males (N=7870)

Most Important Barrier	% resp.	Barrier Chosen Among Others	% resp.
1. Class schedule inconvenient	9.3	1. Class schedule inconvenient	30.5
2. Job responsibilities	9.2	2. Job responsibilities	26.3
3. Cost of tuition	9.1	3. No class offered	24.7
4. No class offered	9.0	4. Home, other responsibilities	23.7
5. Home, other responsibilities	7.5	5. Cost of tuition	23.2
6. Lack of information	4.3	6. Lack of information	19.9

Females (N=12,000)

Most Important Barrier	% resp.	Barrier Chosen Among Others	% resp.
1. Home, other responsibilities	15.4	1. Home, other responsibilities	36.0
2. Cost of tuition	9.9	2. Class schedule inconvenient	31.0
3. Class schedule inconvenient	8.4	3. Cost of tuition	26.5
4. No class offered	8.2	4. No class offered	23.9
5. Need for baby sitter	4.7	5. Need for baby sitter	17.8
6. Class too far away, no transportation	4.5	6. Lack of information	17.7

(15.4%) was twice as high as the proportion of men (7.5%). For men, "job responsibilities" ranked second among their perceived barriers. For women, "job responsibilities" was not mentioned as a barrier, but the need for a babysitter or child care services was their fifth-ranking barrier. These barriers change further in relative importance when examined in relation to special sub-samples such as full-time homemakers or working mothers. These are discussed in greater detail in the following sections.

Full-Time Homemakers

The responses of women who were categorized as full-time homemakers were studied separately for variations from the response pattern of other women. It was anticipated that there would be significant differences in their answers to the interview questions due to their having different amounts of time available for study and different learning interests or other characteristics related to their career as homemaker.

With reference to their general characteristics as a group, homemakers had somewhat less formal education than the sample of women as a whole. Slightly more than one-third (36.2%) of the full-time homemakers had some post-secondary education compared to 40.0% of the total sample of women. Levels of formal education was strikingly related to previous participation in continuing education activities, as it was for the entire statewide sample. Almost half (44.6%) of the homemakers who reported educational levels beyond high school had also participated previously in continuing education.

Full-time homemakers indicated more constraints on the conditions for their participation than women in the general sample. They reported that they wished to pay less for a course in their interest area. Of the group of homemakers, only 28.2% would pay more than $25 for a learning activity, while 34.2% of all women surveyed could pay that amount. Homemakers further stated that they would not travel as far or spend as much time in travel as other women. However, a higher proportion of homemakers than of all women would be available for learning activities scheduled during daytime hours (see Table 97), even though evening hours were preferred by all of the women interviewed.

Table 97

Time of Day Preferred for Course: Homemakers vs. Total Female Sample

Time of Day	Full-time Homemakers (N=3968) %[a]	Women in Sample (N=12,000) %[a]
Morning	42.1	30.1
Afternoon	35.1	26.9
Evening	54.5	63.0

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[a] Totals more than 100% due to multiple responses.

The learning interests of homemakers (see Table 98) were similar to the interests of all women surveyed, both in their first-choice subjects and in total subjects of interest selected. The learning interest category "Psychology and Human Behavior" was the only topic in which homemakers differed greatly from the other women interviewed. This interest ranks eighteenth among the total interests for all the women in the sample, while it ranks ninth among the interests of full-time homemakers and seventh among their first-choice subjects.

Homemakers differed, slightly from the rest of the women in the statewide sample in their perceived barriers to participation in continuing education (see Table 99). The need for a baby sitter or child care services is the primary barrier which differentiates the two groups: 8.1% of the homemakers listed this as their main obstacle to learning, compared to 4.7% of women in

Table 98

Learning Interests of Full-Time Homemakers (N=3968)

First-Choice Subjects	% resp.	Subjects Chosen Among Others	% resp.	Rank of General Interests of All Women
1. Arts and Crafts	12.0	1. Arts and Crafts	45.3	1
2. Business Skills	8.0	2. Home Decorating	42.2	2
3. Nursing	6.6	3. Sewing	39.7	3
4. Sewing	6.4	4. Gardening	32.5	5
5. Home Decorating	5.2	5. Cooking	29.9	6
6. High School Equivalency	3.9	6. Physical Fitness	29.2	4
7. Psychology, Human Behavior	3.7	7. Business Skills	26.4	7
8. Cooking	3.2	8. Sports and Games	23.7	8
9. Gardening	3.1	9. Psychology, Human Behavior	23.1	18
10. Parent Education	2.7	10.5 Parent Education	20.1	11
		10.5 Travel	20.1	9

Table 99

Barriers to Participation for Full-Time Homemakers (N=3968)

Most Important Barrier	% resp.	Barrier Chosen Among Others	% resp.	Rank of Barrier for All Women
1. Home, other responsibilities	20.2	1. Home, other responsibilities	44.3	1
2. Cost of tuition	9.4	2. Class schedule inconvenient	29.9	2
3. No class offered	9.1	3. Need for baby sitter	28.2	5
4. Need for baby sitter	8.1	4. Cost of tuition	26.7	3
5. Class schedule inconvenient	7.5	5. No class offered	24.8	4

general. In addition, this was the third most frequently cited barrier for homemakers, with 28.2% of these women naming it among the reasons preventing them from participating in educational activities. The proportion of homemakers who indicated that "home, other responsibilities" was their primary barrier (20.2%) was more than double the proportion who chose any of the other barriers as most important (9.4% and fewer).

Working Mothers

Recently, there has been special interest in women who fill dual or multiple roles. In particular, attention has been focused on women with children who are also employed outside the home, since many of them experience special problems or constraints on their time which are related to their roles. Thus, for this study, the responses of mothers who were working part- or full-time outside the home were examined separately. A further distinction was made in comparing the responses of employed women who had no pre-school age children with those who had at least one pre-school child in the family.

The first-choice learning interests of working women with pre-school age children were compared with the interests of working women who have no pre-school age children (see Table 100). All of the women interviewed selected courses in the category of Arts and Crafts as their first choice, followed by Business Skills or Nursing for second and third ranking choices. Greater differences among the groups of women appear when the remaining first-choice interests are considered. For example, women with at least one child of pre-school age expressed interest in High School Equivalency as their fourth-ranking interest; but this subject was seventh in priority for all women interviewed, and ninth for employed women with school-age or older children.

Table 100

First-Choice Learning Interests of Employed Women with Children

Women With No Pre-School Children (N=2085) First-Choice Subjects	% resp.	Rank of Subject for All Women	Women With At Least 1 Pre-School Child (N=1225) First-Choice Subjects	% resp.	Rank of Subject for All Women
1. Arts and Crafts	8.7	1	1. Arts and Crafts	7.7	1
2. Business Skills	8.2	2	2. Nursing	7.6	3
3. Nursing	5.7	3	3. Business Skills	7.3	2
4. Psychology, Human Behavior	5.5	6	4. High School Equivalency	6.0	7
5. Sewing	5.2	4	5. Psychology, Human Behavior	4.5	6

Table 101

Most Important Barriers to Participation for Employed Women With Children

Women With No Pre-School Children (N=2085) Most Important Barrier	% resp.	Rank of Barrier for All Women	Women With At Least 1 Pre-School Child (N=1225) Most Important Barrier	% resp.	Rank of Barrier for All Women
1. Home, other responsibilities	23.1	1	1. Home, other responsibilities	18.4	1
2. Cost of tuition	9.2	2	2. Cost of tuition	11.2	2
3. Class schedule inconvenient	8.9	3	3. Need for baby sitter	10.1	5
4. No class offered	8.6	4	4. No class offered	7.5	4
5. Job responsibilities	6.7	7	5. Class schedule inconvenient	7.1	3

Employed mothers also had different responses from other women regarding the barriers which might keep them from participating in continuing education activities (see Table 101). Although all women agreed that "Home, other responsibilities" was their first-ranking barrier, a larger proportion of working mother respondents selected this response (21.3% vs. 15.4% for all women surveyed). As might be expected, mothers of pre-school children indicated that the need for child care was the chief barrier for approximately 10% of the group, compared to 1.5% of the mothers of older children. In addition, "Job responsibilities" appeared among the top-ranking barriers for mothers of older children, even though both groups reported that they were working a comparable number of hours each week. Among women with no pre-school children, 58.9% work more than thirty hours per week, compared to 56.4% of mothers of pre-schoolers.

Approximately three-fourths of the working women would prefer to pursue their learning interests in the evening. Only one-fifth or fewer of all women employed outside the home preferred morning or afternoon hours for scheduling learning activities. Employed women were willing to pay slightly more for a course and travel farther to get to a class than other women.

Women With Job-Related Learning Interests

In the entire statewide sample of adults, over one-half (55.9%) of the women interviewed stated that their main learning interest was related to employment. These women indicated that the reasons for their interest were, first, to get a new job (41.8%), and, second, to advance in their present job (32.9%). These reasons were the reverse of the men in the sample who cited a job-related learning interest. More of the males surveyed said that their main reasons for learning were job advancement (45.4%) and, second, to acquire skills or training to obtain a new job (31.0%). Equal proportions of men and women (16.6% of each sex) said that their study would be primarily to meet the requirements of their employer or profession.

The women with job-related learning interests differed strongly from the rest of the women in their choice of subjects for study. Table 102 lists the ten subjects of learning interest most frequently chosen by the sub-sample of women with job-related reasons for study. The left hand column lists the subjects which were most interesting ("first-choice") to respondents. The center column gives the rank order for these same subjects as they were selected by all women in the sample. The right hand column lists the subjects which were chosen most frequently among all subjects, by the sub-sample of women with job-related reasons for study.

A comparison of the lists of learning interests shows that this group of women share many of the interests of the rest of the women in Arts and Crafts, Sewing and Home Decorating. However, their first-choice interests were considerably more likely to be subjects related to skill training or technically-oriented subject matter.

Among the barriers to study for women who wished to take courses for job-related reasons (see Table 103), "cost of tuition" ranked first. It is likely that these women anticipated paying higher tuition costs for learning activities which might require a program of study, special equipment or higher level of instruction than other interests.

Although "Home, other responsibilities" was ranked as either first or second in importance for all women interviewed, the costs related to study appear to be of almost as much concern to women wanting to study for job-related reasons. In the overall list of barriers to participation, "cost of tuition" was ranked second and "cost of books and equipment" ranked fourth by this group. It is not known if the actual costs associated with

Table 102

Learning Interests of Women With Job-Related Reasons for Study (N=4831)

First-Choice Subjects	% resp.	Rank of First-Choice Interest for All Women	Subjects Chosen Among Others	% resp.
1. Business Skills	15.0	2	1. Business Skills	38.4
2. Nursing	11.9	3	2. Arts and Crafts	35.8
3. High School Equivalency	6.9	7	3 Sewing	34.7
4. Education	5.1	11	4. Home Decorating	34.6
5. Psychology, Human Behavior	4.9	6	5. Physical Fitness	30.4
6. Computer Science	4.1	16	6. Psychology, Human Behavior	27.5
7. Arts and Crafts	3.9	1	7. Cooking	25.3
8.5 Management Skills	3.3	20	8. Nursing	24.7
8.5 Sewing	3.3	4	9. Sports and Games	23.8
10. Home Decorating	2.8	5	10. Gardening	23.1

Table 103

Barriers to Participation for Women With Job-Related Reasons for Study (N=4831)

Most Important Barrier	% resp.	Rank of Most Important Barrier for All	Barriers Chosen Among Others	% resp.
1. Cost of tuition	14.6	2	1. Home, other responsibilities	36.6
2. Home, other responsibilities	14.4	1	2. Cost of tuition	34.7
3. Class schedule inconvenient	7.6	3	3. Class schedule inconvenient	32.1
4. No class offered	6.9	4	4. Cost of books and equipment	24.5
5. Need for baby sitter	5.3	5	5. No class offered	22.3

instruction are higher for job-related study than for other subject areas, but it is evident that the women interviewed perceived such costs to be a barrier to their participation in these continuing education activities.

Ethnic Groups

The survey included 2,804 individuals who identified themselves as members of four racial/ethnic groups other than White Caucasians: 791 Hispanics (3.9% of the total sample), 1514 Blacks (7.4%), 192 Orientals (0.9%) and 307 Native Americans (1.5%). This section discusses the continuing education needs and interests of the four groups as they differ from the total sample.

Hispanics

The Hispanic sub-sample had a larger proportion of males (47.0%) than the sample as a whole (38.4%). This group was also younger, having more people in the "under 25" category and fewer over 45 year of age than the entire sample. Respondents in the sample also differed from the total population in that they had lower income levels, lower levels of formal education, and lower participation rates in continuing education.

A larger proportion of the Hispanic participants than the total sample took courses for job-related reasons (72.2% vs. 58.1%). Similarly, 65.2% of this group stated that their first-choice learning interest was job-related, compared to 43.0% of the total sample.

Table 104 lists the ten subjects of learning interest selected most frequently by respondents in the Hispanic sub-sample. The subjects of greatest interest (respondents' first choice subjects) appear in the left hand column; the subjects which were chosen by the greatest proportion of

Hispanics as being of general interest appear in the right hand column.

Although the top ten first-choice subjects does include a number of recreational subjects, the list is primarily made up of subjects which are job-related, with "High School Equivalency" heading both lists. It should also be noted that "Foreign Languages" on the first list may have been interpreted by these respondents to include "English as a Second Language", which ranked 3.5 on the First-Choice list.

Table 104

Learning Interests by Ethnic Group:

Hispanics (N=791)

First-Choice Subjects	% resp.	Subjects Chosen Among Others	% resp.
1. High School Equivalency	12.8	1. High School Equivalency	31.4
2. Industrial, Technical Skills	7.1	2. Home Decorating	18.8
3.5 Citizenship, English as a Second Language	5.2	3.5 Arts and Crafts	18.3
3.5 Business Skills	5.2	3.5 Business Skills	18.3
5. Basic Education	4.8	5. Sewing	18.2
6. Nursing	4.7	6. Basic Education	17.6
7. Building Trades	4.6	7. Driving, Flight Training	16.7
8. Arts and Crafts	4.2	8. Foreign Language	16.3
10. Management Skills	4.0	9. Industrial, Technical Skills	16.2
10. Home Decorating	4.0	10. Cooking	15.9
10. Sewing	4.0		

The barriers to participation in continuing education most frequently mentioned by the Hispanic respondents are listed in Table 105. The left hand column of the table lists the barriers which were considered by respondents to be the most important. The right hand column lists the barriers which were mentioned by the highest proportion of respondents in this sub-sample.

At the top of both lists is "cost of tuition". Also, "cost of books and equipment" and "cost of travel" appear in the list of overall barriers.

This is probably related to the evidence that the Hispanic sub-sample, as mentioned earlier, was generally younger and had lower income levels than the population as a whole. The relatively young age of respondents in this sample may also have contributed to the identification of the second and third most important barriers, "need for baby sitter" and "home, other responsibilities".

Table 105

Barriers to Participation by Ethnic Group:

Hispanics (N=791)

	Most Important Barrier	% resp.		Barrier Chosen Among Others	% resp.
1.	Cost of tuition	13.4	1.	Cost of tuition	34.6
2.	Need for baby sitter	8.7	2.	Class schedule inconvenient	27.8
3.	Home, other responsibilities	8.6	3.	Home, other responsibilities	26.3
4.5	Class schedule inconvenient	8.0	4.	Cost of books, equipment	23.6
4.5	No class offered	8.0	5.	Lack of information	23.1
6.	Job responsibilities	7.7	6.5	No class offered	19.5
7.	Lack of information	7.0	6.5	Need for baby sitter	19.5
8.	Class too far away, no transportation	5.8	8.	Class too far away, no transportation	17.8
			9.	Job responsibilities	17.7
			10.	Cost of travel	15.6

Given that the Hispanic respondents generally have lower incomes and are more concentrated in large cities than the rest of the population, it is not surprising to find that they are more reliant on public transportation. When asked how they would travel to a class, 56.0% of the Hispanic respondents said they would use an automobile, compared with 72.6% of the total population; 26.9% would depend on public transportation as opposed to 5.1% of the total population. Related responses indicated that the Hispanic respondents would be generally unwilling to travel as far to class or spend as much time in travel as the rest of the survey population.

The Hispanic respondents favored courses which run for longer periods of time, meet more often and have classes which meet for somewhat longer periods, than the rest of the population. The availability of respondents in this group for classes was not appreciably different from the rest of the population.

Nearly two-thirds (64.3%) of the respondents in this group said that they would want to study in order to obtain some form of license, diploma, or degree, compared with 33.5% of the population as a whole. Corresponding findings were that a larger proportion of the Hispanic respondents wanted credit or some other form of recognition for their studies, and more also wanted college-level courses.

The Hispanic respondents said that they would be much more likely to utilize counseling services than the rest of the population. The proportion of Hispanics who said that a general information service, counseling for job-related courses, and financial aid advice would be "very helpful" or that they would be "very likely" to consult such a service was about twice that of the total population

Blacks

The Black sub-sample was slightly younger than the total survey population, with nearly one-fourth of the Black respondents being under age 25. Family incomes were also somewhat lower, with 11.7% having incomes of less than $2000. Over half (56.0%) of the Black respondents had not completed high school, compared with 29.0% of the total survey population. Some previous participation in continuing education after completing their formal schooling was reported by 68.2%, a slightly higher proportion than for the total survey population.

A larger proportion of the Black participants (73.0% vs. 58.1% of the total sample) took courses for job-related reasons. Similarly, 68.2% of this group stated that their first-choice learning interest was job-related, compared to 43.0% of the total sample.

Table 106 lists the ten subjects of learning interest selected most frequently by respondents in the Black sub-sample. The subjects of greatest interest (respondents' first choice subjects) appear in the left hand column; the subjects which were chosen by the greatest proportion of Blacks as being of general interest appear in the right hand column.

Although the top ten subjects of general interest include a number of recreational subjects, the first-choice interests were much more job- and home-related, with High School Equivalency ranked first in both lists. In the first-choice list, High School Equivalency was chosen by almost twice as many respondents as any other subject (10.5% vs. 5.6% and lower).

Table 106

Learning Interests by Ethnic Group:

Blacks (N=1514)

	First-Choice Subjects	% resp.		Subjects Chosen Among Others	% resp.
1.	High School Equivalency	10.5	1.	High School Equivalency	25.7
2.	Business Skills	5.6	2.	Sewing	23.9
3.	Nursing	5.4	3.	Physical Fitness	22.8
4.	Basic Education	4.8	4.	Business Skills	21.3
5.	Industrial, Technical Skills	3.8	5.	Home Decorating	20.3
6.5	Sewing	3.6	6.	Arts and Crafts	19.3
6.5	Building Trades	3.6	7.	Psychology, Human Behavior	18.9
8.	Arts and Crafts	3.2	8.	Parent Education	18.1
9.	Education	2.9	9.	Basic Education	17.3
10.	Parent Education	2.8	10.	Cooking	16.6

The barriers to participation in continuing education most frequently mentioned by the Black respondents are listed in Table 107. The left hand column of the table lists the barriers which were considered by respondents to be the most important. The right hand column lists the barriers which were mentioned by the highest proportion of respondents in this sub-sample.

It should be noted that "cost of tuition" was ranked first in both lists of barriers. Additionally, "cost of books or equipment" appeared in the list of overall barriers. These findings may be related to the fact that the Black sample, as mentioned earlier, had somewhat lower family income levels than the remainder of the sample.

Table 107

Barriers to Participation by Ethnic Group:

Blacks (N=1514)

Most Important Barrier	% resp.	Barrier Chosen Among Others	% resp.
1. Cost of tuition	12.2	1. Cost of tuition	27.1
2. Home, other responsibilities	8.0	2. Class schedule inconvenient	22.1
3. Job responsibilities	6.4	3. Home, other responsibilities	21.4
4. Class schedule inconvenient	5.3	4. Cost of books, equipment	19.0
5. No class offered	4.0	5. Job responsibilities	17.1
		6. Need for baby sitter	15.3
		7. Lack of information	15.1
		8. No class offered	14.4
		9. Class too far away, no transportation	13.6
		10. Time required to complete program	13.3

Given that the Black respondents generally have lower incomes and are more concentrated in large cities than the rest of the population, it is not surprising to find that they are more reliant on public transportation. When asked how they would travel to a class, 59.7% of the respondents said they would use their own cars, compared with 72.6% of the total population; 18,6% would depend on public transportation, as opposed to 5.1% of the total population. Their concentration in the urban cores also may explain their unwillingness to travel as far to classes as the total sample. Despite this, they did not vary from the total population in the amount of time they were willing to spend in travel, possibly resulting from their greater dependence on public transportation.

The Black respondents favored courses which run for longer periods of time and meet more often than the rest of the population. Similar to the rest of the population, most found only evenings convenient for class attendance. However, Black respondents were generally available more days of the week and more seasons of the year than other respondents.

Almost two-thirds (64.2%) of the Black respondents said that they would want to study in order to obtain some form of license, diploma, or degree, compared with 33.5% of the population as a whole. Given this fact, it follows that a larger proportion of this group wanted credit or some other form of recognition for their work, and more also wanted college-level courses.

The Black respondents, in general, said that they would be much more likely to utilize counseling services than the rest of the population, with the proportion of Blacks stating that a general information service, counseling for job-related courses, and financial aid advice would be "very helpful" or that they would be "very likely" to consult such a service about double that of the total population.

Orientals

The Oriental sub-sample did not differ appreciably from the total survey population in the basic demographic characteristics of sex, age, and family income. Respondents in this group did, however, have slightly lower levels of formal education and had participated slightly less in continuing education than the total population.

A somewhat larger proportion of the Oriental previous participants had taken courses for job-related reasons (63.8% vs. 58.1% for the total sample). Similarly, 55.3% reported that their first-choice learning interest was job-related, compared to 43.0% of the total sample.

The subjects of learning interest selected most frequently by respondents in the Oriental sub-sample are listed in Table 108. The subjects of greatest interest (respondents' first choice subjects) appear in the left hand column; the subjects which were chosen by the greatest proportion of Orientals as being of general interest appear in the right hand column.

Although the survey interview asked no questions on citizenship status, the fact that the highest ranked choice of a subject in both lists was Citizenship and English as a Second Language would suggest that many of the Oriental respondents were recent immigrants to this country. It may also be noted that the proportion of respondents in this group who selected this subject as their first-choice learning interest (14.6%) was more than double that of respondents who made other first choices (6.3% and lower).

Table 108

Learning Interests by Ethnic Group:
Orientals (N=192)

	First-Choice Subjects	% resp.		Subjects Chosen Among Others	% resp.
1.	Citizenship, English as a Second Language	14.6	1.	Citizenship, English as a Second Language	25.5
2.	Arts and Crafts	6.3	2.	Arts and Crafts	23.0
3.	High School Equivalency	4.7	3.	Sports and Games	20.8
4.	Business Skills	4.2	4.	Physical Fitness	20.3
6.5	Gardening	3.6	5.	Travel	18.2
6.5	Home Repairs	3.6	6.	Business Skills	17.7
6.5	Building Trades	3.6	7.5	Gardening	15.6
6.5	Sports and Games	3.6	7.5	Psychology	15.6
10.5	Travel	3.1	11.	Industrial, Technical Skills	15.1
10.5	Sewing	3.1	11.	Home Decorating	15.1
10.5	Religion	3.1	11.	Sewing	15.1
10.5	Physical Fitness	3.1	11.	Cooking	15.1
			11.	Parent Education	15.1

The barriers to participation in continuing education most frequently mentioned by Oriental respondents are listed in Table 109. The left hand column of the table lists the barriers which were considered by respondents to be the most important. The right hand column lists the barriers which were mentioned by the highest proportion of respondents in this group. Institutional and time-related barriers head each list, with cost barriers being mentioned but given less importance.

Table 109

Barriers to Participation by Ethnic Group:

Orientals (N=192)

Most Important Barrier		% resp.	Barriers Chosen Among Others		% resp.
1.5	Home, other responsibilities	10.4	1.	Class schedule inconvenient	27.1
1.5	Class too far away, no transportation	10.4	2.	Home, other responsibilities	21.9
3.	Class schedule inconvenient	8.3	3.5	Class too far away, no transportation	20.9
4.	Job responsibilities	6.3	3.5	Job responsibilities	20.9
5.	Need for baby sitter	5.7	5.	Need for baby sitter	19.8
6.	Cost of tuition	5.2	6.	Cost of tuition	17.7
			7.	Cost of books and equipment	15.1
			8.5	Lack of information	14.6
			8.5	No class offered	14.6

When asked how they would travel to their learning sites, 52.9% of the Oriental respondents said they would use their own cars, compared with 72.6% of the total population; 12.4% would use public transportation as opposed to 5.1% of the total population.

The Oriental respondents were far more unwilling or unable to travel to classes than any other group, with 12.2% unwilling to travel any distance. They were also less willing than the rest of the population to spend time traveling to classes. This corresponds closely with the information that

42.7% of the Oriental respondents preferred learning by themselves or with a tutor rather than with a group, compared with 19.5% of the total sample. The preferred methods of learning included 13.7% who preferred learning by reading; this was the largest proportion of any group who made this choice.

The Oriental respondents, on the whole, preferred courses which run for longer periods of time with less frequent and shorter class meetings than the rest of the population. This again reinforces their preference for individual or self-guided instruction. Their availability for classes at particular seasons, times of day and days of the week was somewhat, but not appreciably, less than that of the population as a whole.

Nearly two-fifths (39.7%) of the Oriental respondents said that they would want to study for some form of license, diploma, or degree, a proportion slightly higher than the total population. A larger proportion wanted credit or some other form of recognition for their work, with the proportion wanting college-level courses being slightly higher than that of the total sample.

The Oriental respondents said they would be slightly more likely than the total population to make use of counseling services related to continuing education.

Native Americans

The Native American sample had lower family income and educacion levels than the total survey population. They did not differ appreciably from the overall sample in sex or age distributions or in the proportion who had participated previously in continuing education programs.

A larger proportion of the Native American participants (69.4% vs. 58.1% of the total sample) took previous courses for job-related reasons. Similarly, 56.7% of this group stated that their first-choice learning interest was job-related, compared to 43.0% of the total sample.

Table 110 lists the ten subjects of learning interest selected most frequently by Native American respondents. The subjects of greatest interest (respondents' first-choice subjects) appear in the left hand column; the subjects which were chosen by the greatest proportion of Native Americans as being of general interest appear in the right hand column.

Although the subjects of general interest were mostly recreational in focus, the subjects of greatest interest to respondents in this group (their first choices) were more job-related.

Table 110

Learning Interests by Ethnic Group:

Native Americans (N=307)

First-Choice Subjects		% resp.	Subjects Chosen Among Others		% resp.
1.	Arts and Crafts	7.5	1.	Arts and Crafts	31.6
3.	High School Equivalency	4.6	2.5	Physical Fitness	26.7
3.	Industrial, Technical Skills	4.6	2.5	Sports and Games	26.7
3.	Psychology, Human Behavior	4.6	4.	Home Repairs	22.4
6.	Basic Education	4.2	5.	Gardening	22.1
6.	Business Skills	4.2	6.	Driving, Flight Training	20.2
6.	Nursing	4.2	7.5	Sewing	19.9
8.	Driving, Flight Training	3.9	7.5	Business Skills	19.9
9.5	Building Trades	3.6	9.	Home Decorating	19.5
9.5	Sewing	3.6	10.	Psychology, Human Behavior	13.9

The barriers to participation in continuing education most frequently mentioned by the Native American respondents are listed in Table 111. The left hand column of the table lists the barriers which were considered by respondents to be the most important. The right hand column lists the barriers which were mentioned by the highest proportion of respondents in this group.

"Home and other responsibilities" appeared first in the list of most important barriers, although "cost of tuition" was ranked highest in the overall barriers. Institutional and informational barriers (e.g., "no class offered", "class schedule inconvenient", "lack of information") were ranked fairly high by this group of respondents.

Table 111

Barriers to Participation by Ethnic Group:

Native Americans (N=307)

	Most Important Barrier	% resp.		Barrier Chosen Among Others	% resp.
1.	Home, other responsibilities	10.7	1.	Cost of tuition	30.6
2.	No class offered	10.4	2.	Class schedule inconvenient	26.4
3.	Cost of tuition	9.1	3.5	Home, other responsibilities	25.1
4.	Job responsibilities	5.9	3.5	No class offered	25.1
5.5	Need for baby sitter	5.2	5.	Cost of books and equipment	21.8
5.5	Lack of information	5.2	6.	Lack of information	20.5
7.5	Class schedule inconvenient	4.9	7.	Job responsibilities	19.6
7.5	Class too far away, no transportation	4.9	8.	Class too far away, no transportation	17.9
			9.	Need for baby sitter	16.3
			10.	Takes time away from earning money	14.0

The methods of travel which respondents in this group would use to get to learning sites did not differ appreciably from those cited by the population as a whole. Native Americans differed from other lower-income groups in their reliance on automotive transportation, this being necessary because of their remote locations and lack of access to public transportation. They did not differ from the total sample in the distances they were willing to travel nor in time they would spend in travel to get to a learning site.

The Native American respondents preferred courses which run for longer periods of time, but did not differ from the rest of the population in their preferences for frequency or length of class meetings. Their availability for classes did not differ appreciably from the total sample.

Almost half (46.9%) of the Native American respondents said they would want to study for some form of license, diploma or degree, compared with 33.5% of the total sample. The proportion who wanted some form of credit or other recognition for their courses was somewhat greater than for the total population. Despite this, the proportion who said it was important to take a college-level course was only 2% greater than for the total population.

The Native American respondents indicated that they would be somewhat more likely to utilize continuing education counseling services than the rest of the population, varying most greatly in that they would be much more likely than other groups to consult such a service for advice about job-related courses.

Selected Urban and Rural Groups

Urban Respondents

The urban sub-sample was selected on the basis of residence in one of the five largest cities included in the survey: Buffalo, Rochester, Syracuse, Yonkers, and the tri-city area of Albany, Schenectady and Troy. The urban sample included 2434 respondents, 11.9% of the total survey sample.

As might be expected, the urban sample had a higher proportion of Hispanics (17.3%) and Blacks (21.2%) than the total survey population. It also included a high proportion of persons under 25 (28.0% vs. 19.6% for the total sample) and a consequently higher proportion of single persons (30.0% vs. 20.6% for the total sample).

Two-fifth (39.5%) of the urban sample reported family incomes of less than $7000, compared with 24.2% of the total survey population. The unemployment rate among urban respondents was somewhat higher than for the total sample (14.4% vs. 12.1%). These two groups, the urban poor and the urban unemployed, will be more thoroughly examined in this section of the report.

The urban sample had a higher proportion (40.6%) of high school non-completers than the total sample (29.0%). Previous continuing education participation rates did not differ appreciably from that of the total sample; however, a greater proportion of the urban respondents (70.4%) took their continuing education coursework for job-related reasons.

In reference to past participation in continuing education, 68.8% of this group attended classes in an education building, 14.2% at their place of employment, and 9.7% in a community building. Of those attending classes in an education building, 27.3% attended classes at an adult education center, 25.6% at an elementary, junior or senior high school building, 22.5%

at a four-year college, and 10.2% at a two-year college.

Table 112 lists the subjects of learning interest most frequently selected by respondents in the urban sub-sample. The three sections of the table, from top to bottom, represent (top) previous urban participants in continuing education, (center) previous non-participants, and (bottom) the total urban sub-sample. The left hand columns list the subjects which were most frequently selected as first-choice learning interests; the right hand columns list subjects of general interest which were selected by the highest proportions of urban respondents.

Table 112

Learning Interests of Urban Respondents by Previous Participation in Continuing Education

Previous Participants (N=1505)

	First-Choice Subjects	% resp.		Subjects Chosen Among Others	% resp.
1.	Arts & Crafts	7.6	1.	Arts & Crafts	32.7
2.	High School Equivalency	6.1	2.	Physical Fitness	32.1
3.	Business Skills	5.0	3.	Sports and Games	26.9
4.	Nursing	4.6	4.	Psychology, Human Behavior	26.0
5.	Industrial, Tech. Skills	4.1	5.	Home Decorating	24.8
6.	Education	4.0	6.	Sewing	24.5
7.5	Psychology, Human Behavior	3.9	7.	Gardening	22.7
7.5	Building Trades	3.9	8.	Travel	22.5
			9.5	Business Skills	21.1
			9.5	Home Repairs	21.1

Table 112 (continued)

Non-Participants (N=786)

	First-Choice Subjects	% resp.		Subjects Chosen Among Others	% resp.
1.	High School Equivalency	8.1	1.	Sewing	20.4
2.	Business Skills	6.4	2.	Arts & Crafts	19.9
3.	Sewing	5.5	3.	High School Equivalency	19.6
4.	Arts & Crafts	4.8	4.	Physical Fitness	18.8
5.	Industrial, Tech.Skills	4.2	5.	Home Decorating	18.6
6.	Nursing	4.1	6.	Business Skills	17.4
7.5	Home Repairs	3.4	7.	Travel	17.3
7.5	Driving, Flight Training	3.4	8.	Sports and Games	17.0
			9.	Gardening	15.9
			10.	Cooking	15.6

Total Urban Sub-Sample (N=2434)

	First-Choice Subjects	% resp.		Subjects Chosen Among Others	% resp.
1.	High School Equivalency	6.7	1.	Arts & Crafts	28.0
2.	Arts & Crafts	6.6	2.	Physical Fitness	27.0
3.	Business Skills	5.5	3.	Sports and Games	23.0
4.5	Nursing	4.3	4.	Sewing	22.6
4.5	Sewing	4.3	5.	Home Decorating	22.3
6.	Industrial, Tech.Skills	4.0	6.	Psychology, Human Behavior	21.2
7.	Building Trades	3.6	7.	Gardening	20.4
8.	Psychology, Human Behavior	3.3	8.	Travel	20.2
9.	Management Skills	3.2	9.	Business Skills	19.7
10.	Education	2.9	10.	Cooking	19.0

Similar to the pattern of responses of most other groups in the survey sample, the subjects of general interest are more recreational in focus than the first-choice subjects, which relate more to employment concerns. Urban respondents who had not participated previously in continuing education activities ranked High School Equivalency highest in their first-choice subjects and third in the subjects of general interest. Previous participants did not include High School Equivalency among their general interests, although they did rank it second highest in the list of first-choice subjects

Barriers to participation in continuing education for urban respondents are listed in Table 113. As in Table 112, the three sections of the table represent previous participants (top), non-participants (center) and the total urban sub-sample (bottom). The left hand column lists the barriers which were considered to be most important to this group; the right hand column lists barriers which were identified by the highest proportions of respondents in this group.

Given the relatively low income levels of urban respondents, it is not surprising to find "cost of tuition" at or near the top of all lists of barriers. "Home responsibilities" also was ranked highly, as was an institutional barrier, "class schedule inconvenient".

In stating their preferred sites for educational activities, 60.5% of this group preferred an education building, 12.3% preferred a community building, and 15.5% said that the site made no difference. Reasons given for choice of site were convenient location (29.9%), good tools and equipment (24.3%), good teachers (13.3%) and the opportunity to "set your own speed" (11.1%). Nearly three-fourths (74.2%) preferred group instruction, 20.5% preferred learning with the aid of a tutor, and 5.3% preferred to learn on their own. The preferred methods of learning were learning by doing (51.7%),

Table 113

Barriers to Participation for Urban Respondents by Previous Participation in Continuing Education

Previous Participants (N=1505)

Most Important Barrier	% resp.	Barrier Chosen Among Others	% resp.
1. Home, other responsibilities	12.0	1. Class schedule inconvenient	34.4
2. Cost of tuition	11.8	2. Cost of tuition	31.3
3. Class schedule inconvenient	9.1	3. Home, other responsibilities	31.0
4. Job responsibilities	7.3	4. Job responsibilities	24.6
5. No class offered	5.7	5. Lack of information	22.7
6. Lack of information	4.1	6. No class offered	22.5
		7. Cost of books, equip.	22.2

Non-Participants (N=786)

Most Important Barrier	% resp.	Barrier Chosen Among Others	% resp.
1. Cost of tuition	11.8	1. Cost of tuition	35.6
2. Home, other responsibilities	10.8	2. Home, other responsibilities	26.7
3. Class schedule inconvenient	5.7	3. Cost of books and equipment	24.9
4. Need for baby sitter	5.6	4. Class schedule inconvenient	23.5
5. Job responsibilities	5.3	5. Lack of information	22.5
6. Lack of information	5.1	6. Job responsibilities	17.1

Total Urban Sub-Sample (N=2434)

Most Important Barrier	% resp.	Barrier Chosen Among Others	% resp.
1. Cost of tuition	11.5	1. Cost of tuition	32.1
2. Home, other responsibilities	11.4	2. Class schedule inconvenient	30.5
3. Class schedule inconvenient	7.8	3. Home, other responsibilities	28.9
4. Job responsibilities	6.5	4. Cost of books and equipment	22.9
5. No class offered	5.4	5. Lack of information	22.1
6. Lack of information	4.3	6. Job responsibilities	21.6

lectures or demonstrations (21.7%) and questions and discussions (11.8%).

Urban respondents generally preferred a course length of one to four months (41.3%) or more than four months (36.0%). Preferred frequency of class meetings was two to four times a week (42.4%), once a week (32.4%), or daily (11.7%). Almost half of this group (47.6%) felt that each class should run for two to four hours, with fewer preferring class periods of 1-1/2 hours (28.5%) or 1 hour (15.9%).

Almost three-fourths (74.1%) of the respondents would want credit or some other form of recognition for their coursework. A college-level course would be important to 34.4% of the respondents. Over half (52.7%) of the respondents wanted to study for some form of license, diploma or degree.

Slightly less than half (46.8%) of the respondents in this sub-sample would be unwilling to travel more than five miles to class, and 38.3% would not spend more than thirty minutes traveling to class.

Only 30.6% responded that they had enough information about continuing education courses. Four-fifths (79.5%) felt that a counseling service would be very or somewhat helpful; 68.5% would be very or somewhat likely to consult such a service regarding financial aid, and 72.9% would be very or somewhat likely to consult such a service about job-related courses.

The availability of the urban respondents for courses is outlined in Table 114. Urban respondents were less available for courses in the Winter (50.8% vs. 56.8% of the total survey population) and more available in the Summer (40.2% vs. 31.8%). Although their availability during mornings and afternoons was slightly higher than for the total sample, they were less available in the evenings (58.1% vs. 65.5% for the total sample). Their availability on the various days of the week did not differ appreciably from the total sample.

Table 114

Respondents' Availability for Courses:

Urban Respondents (N=2434)

Seasons Respondent Could Take Course	%
Summer	40.2
Fall	59.0
Winter	50.8
Spring	53.9
Time of Day Convenient	
Morning	28.2
Afternoon	24.6
Evening	58.1
Day of Week Convenient for Course	
Monday	59.8
Tuesday	62.7
Wednesday	62.9
Thursday	55.8
Friday	37.0
Saturday	12.4
Sunday	9.0

Urban Unemployed

The urban unemployed are a sub-sample of the urban sample discussed above. They were chosen on the basis of residence in the five largest urban areas of the State and a positive response to a question asking if they were "looking for work or on layoff". This latter question was misinterpreted by some respondents who said that they were looking for work even though they were working full-time. Employed persons, therefore, represent 83 of the 349 respondents included in this sub-sample. Among these, however, only 37 were working 31 or more hours per week. Another unusual observation is that nearly 12.0% of the respondents categorized as "urban unemployed" reported family incomes of $15,000 or more. Since this is a measure of family rather than individual income, these respondents may have had an employed spouse.

The urban unemployed sub-sample was comprised predominantly of minority groups including Blacks (27.6%) and Hispanics (21.9%). There were an equal number of males and females, and over half of the respondents were single. Over half of this group had not completed high school, and less than one-fourth continued their formal education beyond high school. As might be expected, their family income levels were low, with 61.2% reporting family income of $7000 or less. They were generally young, 51.5% being under 25, and another 25% between 25 and 34 years of age.

Table 115 lists the subjects of learning interest most frequently selected by respondents in the urban unemployed sub-sample. The left hand column lists the subjects which were most frequently selected as first-choice learning interests; the right hand column lists subjects of general interest which were selected by the highest proportions of respondents in this group.

Table 115

Learning Interests of the

Urban Unemployed (N=349)

	First-Choice Subjects	% resp.		Subjects Chosen Among Others	% resp.
1.5	High School Equivalency	9.4	1.	Physical Fitness	28.7
1.5	Business Skills	9.4	2.	High School Equivalency	27.5
3.	Industrial, Technical Skills	8.2	3.	Service Occupations	25.8
4.5	Arts & Crafts	5.0	4.5	Industrial, Technical Skills	24.9
4.5	Driving, Flight Training	5.0	4.5	Arts & Crafts	24.9
7.	Building Trades	4.1	6.	Driving, Flight Training	23.7
7.	Sewing	4.1	7.	Sports and Games	23.5
7.	Engineering	4.1	8.	Travel	23.1

Compared with the total urban sample, the interests of the urban unemployed were much more job-related in nature. Over three-fourths (77.2%) of this group stated that their first-choice learning interest was job-related, compared to 70.4% of the total urban sample and 43.5% of the total survey population.

The learning conditions preferred by respondents in this group did not differ greatly from the total urban sample, except that they expressed a greater preference, understandably, for on-the-job training. They also showed a greater preference for credit or other form of recognition for coursework (85.9% vs. 74.1% of the total urban sample). Similarly, college-level courses would be somewhat more important to the urban unemployed (43.6%) than to respondents in the total urban sample (34.4%). Almost three-fourths (72.5%) of this group wanted to study for some form of license, diploma or degree.

Barriers to participation in continuing education for urban unemployed respondents are listed in Table 116. The left hand column lists the barriers which were considered to be most important to this group; the right hand column lists barriers which were identified by the highest proportions of respondents in this group.

Table 116

Barriers to Participation for the Urban Unemployed (N=349)

Most Important Barrier	% resp.	Barrier Chosen Among Others	% resp.
1. Cost of tuition	21.1	1. Cost of tuition	48.3
2. No class offered	7.3	2. Cost of books and equipment	37.1
3. Home, other responsibilities	6.1	3. Lack of information	30.4
4. Lack of information	5.3	4. Class schedule inconvenient	25.7
5. Job responsibilities	5.0	5. No class offered	23.4
6. Time required to complete program	4.1	6. Home, other responsibilities	23.1

The cost of tuition was by far the most frequently mentioned barrier. Cost of books and equipment was also ranked highly as a barrier, though not one of the most important ones. Given the proliferation of educational institutions in most urban areas, it would seem reasonable to consider "no class offered" as an informational rather than institutional barrier and, combined with "lack of information," informational barriers would thus be very highly ranked by respondents in this group.

Only 27.0% of the urban unemployed felt that they had enough information about continuing education courses. Nearly two-thirds of this group said that they would find a continuing education counseling service very helpful; 61.7% responded that they would be very likely to consult such a service for financial aid advice and 62.3% would be very likely to use it for advice about job-related courses.

Due to their unemployed status, the availability of respondents in this group to attend classes was greater than both the total urban sample and the total survey population (see Table 117).

Table 117

Respondents' Availability for Courses:

Urban Unemployed (N=349)

Seasons Respondent Could Take Course	%
Summer	41.1
Fall	64.3
Winter	58.8
Spring	59.6
Time of Day Convenient	
Morning	40.6
Afternoon	36.0
Evening	51.5

Table 117 (continued)

Day of Week Convenient for Course	%
Monday	72.5
Tuesday	71.3
Wednesday	72.2
Thursday	68.1
Friday	55.6
Saturday	18.1
Sunday	11.1

Urban Poor

The urban poor are a sub-sample of the urban sample discussed earlier. They were chosen on the basis of residence in the five largest areas and reported family income of $7000 or less.

The urban poor sample was dominated by Hispanics (25.1%) and Blacks (24.6%). This group, as a whole, was relatively young, 39.3% being under age 25 and an additional 24.7% in the 25-34 age bracket. Two-fifths (41.8%) were single, 33.1% married, and 25.1% were widowed, separated, or divorced. Respondents in this group were less educated than the total urban sample, with 59.7% not having completed high school and only 5.7% having a college degree or graduate studies.

The subjects of learning interest most frequently chosen by respondents in the urban poor sub-sample are listed in Table 118. The left hand column of the table lists the subjects which were most frequently selected as first-choice learning interests; the right hand column lists subjects of general interest which were selected by the highest proportions of respondents in this group.

Table 118

Learning Interests of the Urban Poor (N=805)

First-Choice Subjects	% resp.	Subjects Chosen Among Others	% resp.
1. High School Equivalency	11.1	1. High School Equivalency	27.0
2. Business Skills	7.1	2. Sewing	25.2
3. Sewing	6.1	3. Arts & Crafts	23.8
4. Nursing	5.9	4. Physical Fitness	23.4
5. Industrial, Technical Skills	5.2	5. Business Skills	21.2
6. Arts & Crafts	5.1	6. Psychology, Human Behavior	20.9
7. Driving, Flight Training	3.6	7. Home Decorating	20.1
8. Basic Education	3.1	8. Sports & Games	19.0

Compared with the total urban sample, the interests of the urban poor were less occupational in nature, with 66.1% of the respondents stating that their first-choice learning interest was job-related, compared with 70.4% of the total urban sample. But their interests were still much more job-related than for the survey population as a whole (43.5%).

Barriers to participation in continuing education for the urban poor respondents are listed in Table 119. The left hand column lists the barriers which were considered to be most important to this group; the right hand column lists barriers which were identified by the highest proportions of respondents in this group as being general barriers to participation.

As can readily be seen, both lists are dominated by cost barriers, with "cost of tuition" heading both lists, and child care costs and costs of books and equipment both ranked highly.

Table 119

Barriers to Participation

for the Urban Poor (N=805)

Most Important Barrier	% resp.	Barriers Chosen Among Others	% resp.
1. Cost of tuition	15.0	1. Cost of tuition	39.5
2. Home, other responsibilities	7.5	2. Cost of books and equipment	31.3
3. Need for baby sitter	6.1	3. Class schedule inconvenient	24.3
4. Class schedule inconvenient	5.9	4. Home, other responsibilities	22.0
5. No class offered	5.2	5. Class too far away, no transportation	21.3
6. Class too far away, no transportation	4.6	6. Lack of information	21.0

The learning conditions preferred by the urban poor did not differ appreciably from those chosen by the entire urban sample except that 25.5% of the urban poor would prefer to learn with the aid of a tutor, compared to 20.5% of the entire urban sample, and that a somewhat larger proportion (18.5% vs. 11.7% of the total urban sample) would favor daily classes.

Over three-fifths (63.3%) of the urban poor would want to study for some form of license, degree or diploma (vs. 52.7% of the total urban sample), but the desire for credit or other form of recognition and for college-level courses was about the same for the urban poor as for the total urban sample.

Less than one-third (30.6%) of the respondents in this group felt that they had sufficient information about continuing education courses; this was identical to the total urban sample. Seven of eight urban poor respondents (87.2%) responded that a counseling service would be very or somewhat helpful to them; 79.3% said that they would be very or somewhat likely to consult such a service regarding financial aid and 79.0% would be very or somewhat likely to consult it about job-related courses.

Table 120 outlines the availability of respondents in this group to attend continuing education classes at various seasons of the year, times of day, and days of the week.

Table 120

Respondents' Availability for Courses:

Urban Poor (N=805)

Seasons Respondents Could Take Course	%
Summer	44.5
Fall	55.6
Winter	47.5
Spring	50.5
Time of Day Convenient	
Morning	36.9
Afternoon	33.6
Evening	49.4
Day of Week Convenient for Course	
Monday	62.7
Tuesday	63.7
Wednesday	64.0
Thursday	59.2
Friday	42.5
Saturday	12.8
Sunday	8.7

When this table is compared with Table 114, which described the availability of respondents in the total urban sample, it is evident that the urban poor are more available in the Summer but less during other seasons of the year. They are more available than the larger sample for classes during the mornings and afternoons, but less in the evening. Their availability on various days of the week was not appreciably different from the total urban sample.

Rural Poor

The rural poor are a sub-sample of the total survey population chosen on the basis of income (less than $5000) and geographic area. The identification of geographic area was left to the judgment of the interviewer, who was given the choice of (1) city or urban area, (2) suburb, (3) town or village, or (4) farm or other rural area. Since it was impossible to be consistent on a statewide basis, two groups of rural poor were identified. The first group included only those respondents classified as "farm or other rural area" and the second included this group as well as those classified as "town or village". Both of these groups were additionally chosen on the basis of income level.

Rural Poor: Farm or Other Rural Area

This sub-sample included 331 respondents, of whom 88.5% identified themselves as White. This sample had more respondents at both extremes of the age range than the total survey population, with 40.8% under 25 years of age and 18.6% over 55, compared with 19.6% and 12.1% respectively, for the overall sample. Over one-fourth (27.3%) of the rural poor sample were unemployed, compared to 12.1% of the total sample.

Respondents who had not completed high school accounted for 45.5% of the rural poor respondents, as opposed to 29.0% of the total survey population. Similarly, the rural poor had participated less in continuing education than the total population (52.6% vs. 66.6%). Of those who had participated, 66.9% took courses for job-related reasons, a slightly higher proportion than for the total survey population.

Among these participants, 63.6% attended classes in an education building and 19.1% at their place of employment. Of those attending at an education building, 29.2% took classes in a BOCES building, 27.2% in an elementary, junior or senior high school building, 17.5% at a two-year college, and 10.7% at a four-year college.

The subjects of learning interest most frequently mentioned by respondents in this sub-sample (Rural Poor: Farm or Other Rural Area) are listed in Table 121. As was the case with many other subgroups within the total survey sample, the subjects which were of greatest interest were more job-related than the subjects of general interest, which were more recreational in focus. The left hand column of the table lists the subjects which were most frequently selected as first-choice learning interests by respondents in this group; the right hand column lists subjects of general interest which were selected by the highest proportions of respondents in this group.

Table 121

Learning Interests of the Rural Poor:

Farm or Other Rural Area (N=331)

First-Choice Subjects	% resp.	Subjects Chosen Among Others	% resp.
1. Building Trades	7.7	1. Arts and Crafts	3.19
2. Arts and Crafts	6.7	2. Physical Fitness	28.5
3. Industrial, Technical Skills	5.8	3. Gardening	27.3
4. Business Skills	5.5	4. Sewing	23.6
5. Driving, Flight Training	5.2	5. Cooking	23.4
6. Gardening	4.9	6. Home Repairs	23.0
7. High School Equivalency	4.6	7. Building Trades	22.7
8. Sewing	4.3	8. Sports and Games	22.1

Barriers to participation in continuing education for respondents in this sub-sample (Rural Poor: Farm or Other Rural Area) are listed in Table 122. The left hand column lists the barriers which were considered to be most important to this group; the right hand column lists barriers which were identified by the highest proportions of respondents in this group.

Table 122

Barriers to Participation for the Rural Poor:

Farm or Other Rural Area (N=331)

Most Important Barrier	% resp.	Barrier Chosen Among Others	% resp.
1. Cost of tuition	18.4	1. Cost of tuition	39.9
2. No class offered	9.8	2. Cost of books and equipment	29.8
3. Class too far away, no transportation	6.4	3. No class offered	27.3
4. Home, other responsibilities	5.8	4. Class schedule inconvenient	27.0
5. Job responsibilities	5.5	5. Lack of information	25.9
6. Class schedule inconvenient	4.3	6. Class too far away, no transportation	21.7

There are several points to be noted here. Because of the low income levels (less than $5000) of respondents in this sub-sample, cost barriers are top-ranked in both lists. Although "cost of books and equipment" does not appear on the "most important" list, it is a contributory factor, being second on the "Barrier Chosen Among Others" list. Institutional barriers were also significant for this group because of its relatively remote location. For urban respondents, the barrier "no class offered" may be viewed, at least in part, as an informational barrier; but for rural residents it is a real problem. Similarly, the complaint that a class is too far away and that the respondent lacks transportation is very likely true, due both to the remote location of respondents and the lack of public transportation in rural areas.

Regarding their first-choice learning interests, 49.3% of the rural poor sample preferred to take courses in an education building, 13.2% in a community building, and 15.6% at home. The latter preference was more than double the proportion of the total sample who preferred home instruction.

Seventy percent of the rural poor sample would prefer group instruction, 18.7% preferred to learn with the aid of a tutor, and 11.3% wished to study on their own. Almost three-fifths (56.8%) would prefer learning by doing, 15.1% lectures and demonstrations, and 10.9% on-the-job training.

Preferred course length was from one to four months (44.4%), while 26.7% of this group wanted courses to last more than four months and 11.8% for only one or two sessions. Once a week meetings (37.5%) were preferred over two to four times a week (32.6%) or daily meetings (11.0%). Respondents felt that each class should run from two to four hours (51.9%) or 1-1/2 hours (27.7%).

Over three-fifths (62.6%) of the rural poor respondents would want credit or some other form of recognition of their work. While 46.5% wanted to study for some form of license, diploma or degree, only 24.5% said that it would be important that they take a college-level course.

Given their greater distance from traditional learning sites, they were generally willing to spend more time than other respondents getting to class, with nearly three-fourths willing to spend from fifteen to sixty minutes in travel. A similar proportion would be willing to travel from one to twenty miles to class.

Only 27.1% of the rural poor responded that they had enough information about continuing education courses. Over half would prefer to receive such information by mailed notices, while others would prefer to get this information in newspapers (17.1%), through catalogs or posters (10.5%) or on radio and television (9.1%).

Three-fourths (75.1%) of the rural poor respondents felt that a continuing education counseling service would be very or somewhat helpful, while 63.6% would be very or somewhat likely to consult such a service regarding financial aid and 63.3% would be very or somewhat likely to consult it about job-related courses.

Table 123 outlines the availability of rural poor respondents to attend continuing education classes at various seasons of the year, times of day, and days of the week. Compared with the total survey population, the rural poor (farm or other rural area) would be more available in the Summer and Spring but less in the Fall and Winter. They would be more available than other respondents in the mornings and afternoons, but less in the evenings. Also, a fairly high proportion would be able to take classes on weekends.

Table 123

Respondents' Availability for Courses:

Rural Poor (Farm or Other Rural Area) N=331

Seasons Respondent Could Take Course	%
Summer	41.1
Fall	58.9
Winter	45.7
Spring	54.0
Time of Day Convenient	
Morning	33.4
Afternoon	33.4
Evening	55.8
Day of Week Convenient	
Monday	61.3
Tuesday	60.1
Wednesday	57.4
Thursday	55.8
Friday	41.4
Saturday	19.3
Sunday	14.1

Rural Poor: Rural, Farm, Town or Village

As discussed earlier, because of the lack of control over the classification of respondents by geographical area, a second sub-sample of rural poor was formed, using not only "farm or other rural area" but also "town or village." This increased the sub-sample size from 331 to 1253. This section will discuss other differences which arose with the inclusion of the "town and village" respondents.

The inclusion of respondents from towns and villages increased the proportion of minority respondents from 11.5% to 15.3% of the sub-sample. It also increased the proportion of respondents at both extremes of the age range, the larger rural poor sample now having 43.7% of its respondents under age 25 and 20.4% over age 55.

In the larger rural poor sample, neither the proportion of participants who had previously taken courses for job-related reasons nor the types of learning sites previously used differed from the smaller sample.

The learning interests of the larger sample of rural poor respondents were similar to those of the smaller sample in that subjects in the "first-choice" list are generally more job-related than subjects of general interest (see Table 124). However, Arts and Crafts heads the list of first-choice subjects for the larger rural sample, while it was ranked second by the smaller sample. An even greater difference is shown in the ranking of High School Equivalency, which is second highest in the first-choice list of the larger sample and drops to seventh place in the first-choice list of the smaller sample.

Table 124

Learning Interests of the Rural Poor:

Rural, Farm, Town or Village (N=1253)

First-Choice Subjects	% resp.	Subjects Chosen Among Others	% resp.
1. Arts and Crafts	8.2	1. Arts and Crafts	34.2
2. High School Equivalency	6.9	2. Physical Fitness	25.9
3.5 Building Trades	5.2	3.5 Sewing	22.1
3.5 Industrial, Technical Skills	5.2	3.5 Cooking	22.1
5. Business Skills	5.1	5. Sports and Games	21.8
6. Sewing	4.1	6. Home Decorating	21.4
7. Driving, Flight Training	3.7	7.5 Business Skills	21.3
8. Nursing	3.6	7.5 Gardening	21.3

Barriers to participation in continuing education which were identified most frequently by the larger rural sample appear in Table 125. Except for some minor positional changes, these lists of barriers are identical to those of the smaller rural poor sample, with cost and institutional barriers dominating both lists.

Table 125

Barriers to Participation for the Rural Poor:

Rural, Farm, Town or Village (N=1253)

Most Important Barrier	% resp.	Barrier Chosen Among Others	% resp.
1. Cost of tuition	17.0	1. Cost of tuition	35.8
2. No class offered	9.5	2. Cost of books and equipment	28.2
3. Class too far away, no transportation	6.2	3. Class schedule inconvenient	25.8
4. Home, other responsibilities	5.8	4. No class offered	25.5
5. Class schedule inconvenient	5.1	5. Lack of information	22.4
6. Job responsibilities	4.1	6. Class too far away, no transportation	21.2

In describing desirable conditions for learning, the larger rural poor sample did not differ appreciably from the smaller sample regarding sites and methods of instruction or length of courses and classes; nor did they differ greatly in their preferences for credit or other recognition for coursework.

Willingness to travel to learning sites, similarly, did not differ greatly between the two groups, either in distances they were willing to travel or time spent in traveling.

A somewhat higher proportion of the larger sample (32.4%) than the smaller sample (27.1%) responded that they had enough information about continuing education courses. Preferred methods of obtaining such information were very similar for both groups.

The perceived usefulness of a continuing education counseling service and the likelihood of consulting such a service was similar for respondents in both samples.

Table 126 outlines the availability of the larger sample of rural poor respondents to attend continuing education classes at various seasons of the year, times of day, and days of the week. Compared with the smaller rural poor sample (Table 123), respondents in the larger sample are slightly more available during all seasons, slightly more available in the evenings, and slightly more available on weekdays, but less on weekends, than respondents in the smaller sample of rural poor.

Table 126

Respondents' Availability for Courses:

Rural Poor (Rural, Farm, Town or Village) N=1253

Seasons Respondent Could Take Courses	%
Summer	41.9
Fall	60.4
Winter	51.8
Spring	55.1
Time of Day Convenient	
Morning	33.9
Afternoon	33.6
Evening	58.3
Day of Week Convenient	
Monday	62.4
Tuesday	62.3
Wednesday	61.4
Thursday	56.8
Friday	42.0
Saturday	17.9
Sunday	11.8

SURVEY OF THE CONTINUING EDUCATION DELIVERY SYSTEM

In order to meet the continuing education needs of New York State adults which were described in earlier sections of this report, it is necessary to first determine the scope of educational opportunities which are currently being provided throughout the state. This assessment was undertaken in the Fall of 1975, with a statewide survey of the various institutions in the state which provide continuing education courses and programs.

As described earlier, a survey instrument (Appendix B) was developed by staff of the Division of Continuing Education, State Education Department, with the assistance of practitioners in the field of adult and continuing education. For the purposes of this research effort, data-gathering efforts were restricted to continuing education activities in pulbic schools, Boards of Cooperative Education Services (BOCES) facilities and public two-year colleges.

This chapter discusses information obtained from these institutions regarding the educational services which they made available to adults in New York State during the 1975-76 school year. The data should be examined in the light of the previously discussed needs, interests and preferences of adults who would potentially make use of such educational services.

Sponsoring Institutions

The educational institutions surveyed included all of the public schools in the state which provide continuing education programs or courses (N=395), all of the BOCES facilities (N=46) and the public two-year colleges (N=35) in New York, except for those in New York City. A total of 476 educational institutions comprised the survey sample.

Slightly over one-half (54.4%) of the institutions surveyed returned completed questionnaires. These included 209 (52.9%) of the public schools surveyed, 32 (69.6%) of the BOCES programs and 18 (51.4%) of the two-year colleges. Thus, the data discussed in this chapter are based on a total sample of 259 educational institutions in the state, of which four-fifths (80.7%) are public schools, more than one-tenth (12.4%) are BOCES facilities, and 7% are public two-year colleges.

However, as shown in Table 127, the relative "weight" or significance of responses is also influenced by the relative size of the continuing education programs within these institutions. A total of 155 programs throughout the state (including all of the two-year college programs) have been designated by the Division of Continuing Education, State Education Department as "large programs". Out of the total survey return, 113 (75.6%) came from large programs. Four-fifths (79.6%) of the large public school programs and more than three-fourths (77.4%) of the large BOCES programs responded. Since all of the two-year college programs are included in the designation of large programs, their (51.4%) response is also a response from large programs.

Table 127

Survey Sample Size and Percentage of Response by Type of Institution

	All Programs			Large Programs[a]		
	Sample (N)	No. of resp.	% response	Sample (N)	No. of resp.	% response
Public Schools	395	209	52.9	88	70	79.6
BOCES	46	32	69.6	32	25	78.1
Two-Year Coll.	35	18	51.4	35	18	51.4
TOTAL	476	259	54.4	155	113	75.6

[a] As designated by the Divsion of Continuing Education, State Education Department. Large programs are included in the total survey ("All Programs).

Therefore, although the compiled survey respones are heavily weighted by public schools, the respones of BOCES programs and two-year college programs have a relatively greater weight than the 17% of the sample which they seem to represent.

A question regarding funding source of the continuing education programs within these institutions yielded very little response. Only 20% of the responding instituions provided this information, in response to a request to "Check appropriate column if this program is State or Federally funded, i. e., VEA funded, State Funded High School Equivalency Title VI (Adult Basic Education), Welfare Education Program, CETA". The remaining institutions apparently derive their support from other sources such as student fees.

Course Offerings in Continuing Education

There was a total of 17,627 continuing education courses offered in 1975-76 by the responding institutions. For purposes of interpreting and discussing the data, a total of 188 different course titles were collapsed into twenty-three categories (see Appendix C for complete listing and abbreviations). Throughout this section of the report, the various categories of courses will be discussed, rather than specific courses.

Statewide Course Offerings

Figure 6 depicts the number and percentage of courses offered in each

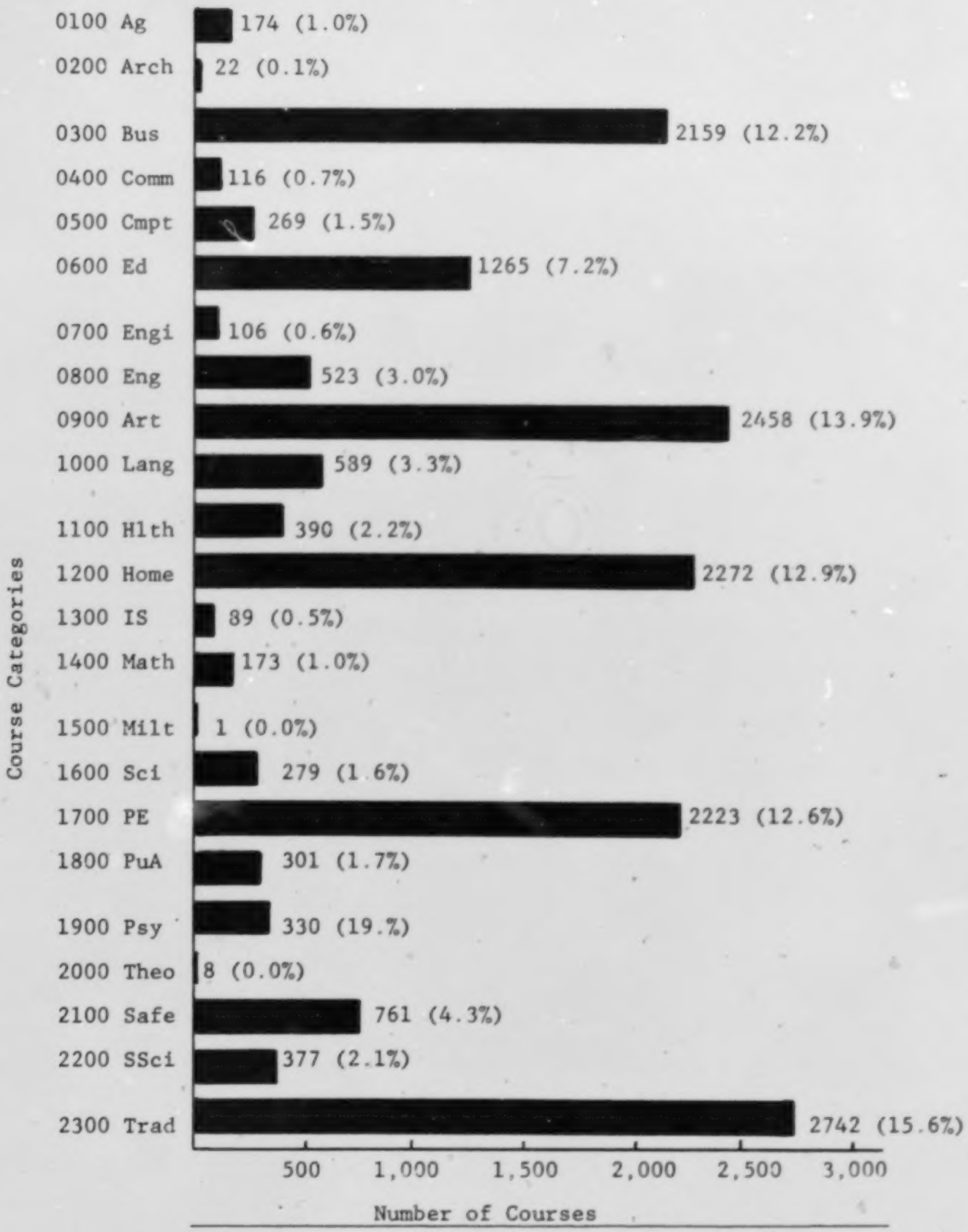

Figure 6. Number of Courses Offered by Course Category

category. The greatest proportion (15.6%) of courses were in the category of Trade, Industrial & Occupational, which included such courses as auto mechanics, carpentry, machine shop/machine tool operation, masonry, radio and television repair, and woodworking. The next highest proportion (13.9%) of courses were categorized as Fine and Applied Arts, including such topics as art appreciation, dance, music appreciation, photography, and pottery and ceramics. The category of Home and Family Life represented 12.9% of the course offerings. Some of the specific courses in this category were home economics, child care and development, clothing construction, gardening, and parent education. Another 12.6% of all course offerings were in the category of Physical Education & Recreation, and an almost equal proportion (12.2%) in Business, Management & Sales, which included such courses as accounting and bookkeeping, business machines, insurance, investments, typing and shorthand. Courses offered in these five categories totaled two-thirds (67.2%) of the continuing education courses offered throughout the state.

The total of 17,627 courses in continuing education were available through the three types of educational institutions surveyed: public schools, BOCES and two-year colleges. Table 128 depicts the distribution of courses among the three types of institutions. The majority of these courses (64.5%) were offered by public schools, about one-fifth (19.8%) were offered by the two-year (community or junior) colleges and the remaining 15.7% by BOCES.

Public schools offered the highest percentage of courses in Physical Education & Recreation (PE, 88.3%), Home and Family Life (Home, 84.1%), Foreign Languages (Lang, 84.7%), Fine & Applied Arts (Art, 84.1%), Safety Education & Health (Safe, 82.9%), and Education & Developmental Activities (Ed, 82.1%). They also offered the only course in Military Science (Milt) reported by any of the institutions.

Table 128

Distribution of Courses Among Three Types of Educational Institutions

Course Category	Public Schools		BOCES		Two-Year Colleges		Category Totals
	N	%[a]	N	%[a]	N	%[a]	
0100 (Ag)	75	43.1	66	37.9	33	19.0	174
0200 (Arch)	7	31.8	8	36.4	7	31.8	22
0300 (Bus)	1249	57.9	307	14.2	603	27.9	2159
0400 (Comm)	62	53.4	12	10.3	42	36.2	116
0500 (Cmpt)	86	32.0	110	40.9	73	27.1	269
0600 (Ed)	1038	82.1	148	11.7	79	6.2	1265
0700 (Engi)	17	16.0	0	0.0	89	84.0	106
0800 (Eng)	252	48.2	23	4.4	248	47.4	523
0900 (Art)	2068	84.1	102	4.1	288	11.7	2458
1000 (Lang)	499	84.7	13	2.2	77	13.1	589
1100 (Hlth)	81	20.8	174	44.6	135	34.6	390
1200 (Home)	1926	84.8	157	6.9	189	8.3	2272
1300 (IS)	42	47.2	2	2.2	45	50.6	89
1400 (Math)	38	22.0	3	1.7	132	76.3	173
1500 (Milt)	1	100.0	0	0.0	0	0.0	1
1600 (Sci)	32	11.5	1	0.4	246	88.2	279
1700 (PE)	1964	88.3	39	1.8	220	9.9	2223
1800 (PuA)	117	38.9	32	10.6	152	50.5	301
1900 (Psy)	77	23.3	5	1.5	248	75.2	330
2000 (Theo)	2	25.0	0	0.0	6	75.0	8
2100 (Safe)	631	82.9	55	7.2	75	9.9	761
2200 (SSci)	50	13.3	1	0.3	326	86.5	377
2300 (Trad)	1059	38.6	1508	55.0	175	6.4	2742
Column Totals	11373	64.5	2766	15.7	3488	19.8	17627

[a] Indicates percentage of courses in this category only.

Two-year colleges offered 88.2% of the Natural Science (Sci) courses, 86.5% of the Social Science (SSci) courses, 84% of the Engineering (Engi) courses, 76.3% of the Mathematics (Math) courses, 75.2% of the Psychology (Psy) courses and 75% of the Religion & Theology (Theo) courses.

BOCES facilities offered a majority of the courses in one category only, Trade, Industrial & Occupational (Trad), in which they listed 55% of the course offerings. In three other categories, although BOCES did not offer a majority of courses, they did list the highest proportion of course offerings of any of the three types of institutions. These categories included Health Professions (Hlth, 44.6%), Computer & Information Sciences (Cmpt, 40.9%) and Architecture & Environmental Design (Arch, 36.4%).

A slight majority of the courses offered in Business, Management & Sales (Bus, 57.9%) and in Communications (Comm, 53.4%) were listed by public schools. Two-year colleges offered a slight majority of the courses in Interdisciplinary Studies (IS, 50.6%) and Public Affairs & Service (PuA, 50.5%). Other courses were offered by two or all three types of institutions, as shown in Table 128.

These data were consistent with course offerings generally associated with the types of educational institutions surveyed. Two-year colleges generally offer courses in the sciences, mathematics and liberal arts areas. Public schools extend their secondary school offerings (i.e., languages, fine arts, home and family life) to adults through continuing education courses. And BOCES primarily focus on courses in the area of trade and occupations.

Regional Course Offerings

The nine geographic regions of the state which were designated for the needs assessment survey were also used for the gathering and interpretation of data from the survey of educational institutions throughout the state. Figure 1 depicted the nine regions and identified them by name and number.

The number of continuing education courses reported by region (see Table 129) ranged from a high of 3145 (17.8% of total course offerings) in Region 7 (Hudson Valley) to a low of 477 in Region 4 (Central). Over one-half (50.2%) of the courses reported in the entire state were offered by educational institutions in three regions of the state (7- Hudson Valley, 8- Nassau County, 9- Suffolk County).

When the proportion of continuing education course offerings by region was compared with population figures for each region, a striking correlation emerged (see Figure 7). The four most populated regions also offered the largest number of courses. Region 8 (Nassau County), which has the second highest population of the state, offered the greatest number of courses. Conversely, Region 7 (Hudson Valley), which has the highest population of any region, offered the second largest number of courses. Region 9 (Suffolk County) ranks fourth in population and third in number of course offerings; Region 1 (Western) has the third highest population and offered the fourth largest number of courses. The correlation between population and course offerings was maintained throughout the state.

Courses Offered for Designated Clientele

In an effort to relate continuing education course offerings to potential students, respondents were asked to indicated, for each course offered, the "type of clientele for which class is primarily designed". Optional clientele groups included non-high-school graduates, senior citizens, unemployed, women,

Table 129

Number of Courses Offered in Each Region by Course Category

Course Category	Region^a									
	1.	2.	3.	4.	5.	6.	7.	8.	9.	Total
0100 (Ag)	34	9	18	13	1	7	29	35	28	174
0200 (Arch)	3	2	0	1	0	1	10	1	4	22
0300 (Bus)	265	166	198	200	106	235	398	298	293	2159
0400 (Comm)	25	1	4	16	1	14	20	8	27	116
0500 (Cmpt)	19	22	32	50	4	20	41	25	56	269
0600 (Ed)	288	71	52	141	14	100	218	258	123	1265
0700 (Engi)	21	5	29	13	1	19	18	0	0	106
0800 (Eng)	35	39	59	48	25	63	145	67	42	523
0900 (Art)	186	251	102	192	49	285	391	621	381	2458
1000 (Lang)	26	41	22	30	6	76	141	142	105	589
1100 (Hlth)	34	22	33	37	13	17	73	58	103	390
1200 (Home)	248	220	146	214	38	302	261	502	341	2272
1300 (IS)	11	4	11	3	0	10	26	11	13	89
1400 (Math)	12	4	26	28	11	39	37	7	9	173
1500 (Milt)	0	1	0	0	0	0	0	0	0	1
1600 (Sci)	33	8	66	14	6	30	110	8	4	279
1700 (PE)	207	273	82	132	51	204	220	591	463	2223
1800 (PuA)	37	7	30	23	20	35	69	38	42	301
1900 (Psy)	40	12	44	31	13	38	108	24	20	330
2000 (Theo)	2	0	1	0	0	1	4	0	0	8
2100 (Safe)	84	76	43	71	11	73	87	164	152	761
2200 (SSci)	46	5	60	41	40	64	98	18	5	377
2300 (Trad)	394	324	178	322	67	181	540	269	467	2742
Column N	2050	1563	1236	1620	477	1814	3044	3145	2678	17627
Total %	11.6	8.9	7.0	9.2	2.7	10.3	17.3	17.8	15.2	

[a] Regions designated by numbers as follows:

1. Western
2. Genesee Valley
3. Southern Tier
4. Central
5. Northern
6. Capital District
7. Hudson Valley
8. Nassau County
9. Suffolk County

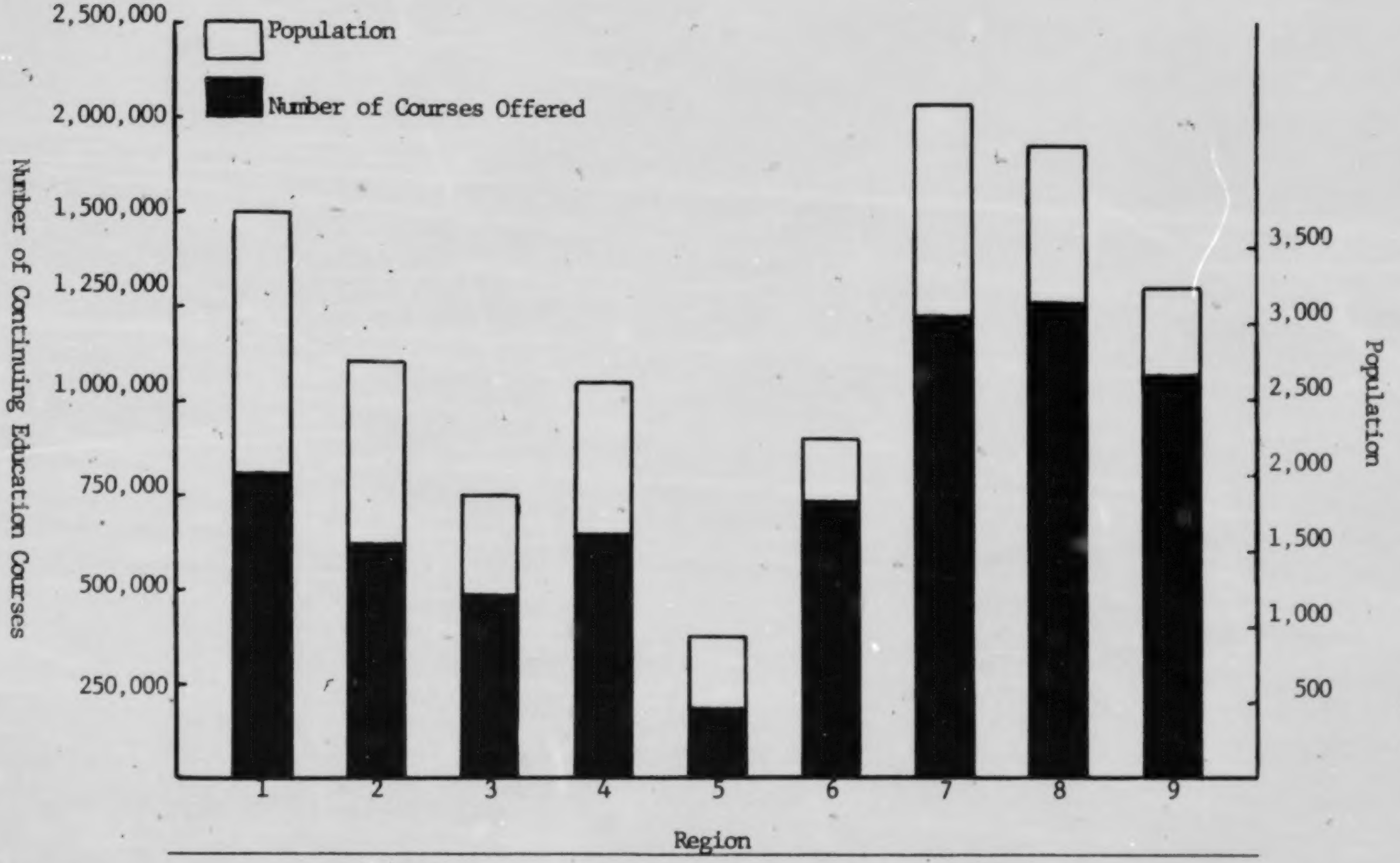

Figure 7. Number of Courses Offered Per Region Compared with Regional Population

handicapped, or general population. If a course was not designed for a specific clientele group, it was to be designated as a course for "general population". Table 130 shows the number of courses designed for each group.

The greatest majority of courses (77.3%) were offered for the general population. There was no client group for which even one-tenth of the total course offerings were designed. The greatest proportion of specially designed courses were for non-high-school graduates (7.3%), with a slightly lower proportion of courses being designed for women (6.6%). For all other designated groups, the proportion of total course offerings was below 4%.

Clientele groups designated as "other" included men and special interest groups such as bankers and tax auditors; courses offered for these groups comprised 0.4% of the total course offerings.

One-half (Ed, 50.6%) of the courses designed for non-high-school graduates were in the category of Education and Developmental Activities, which included such courses as adult basic education, citizenship preparation and high school credit courses in English, mathematics, natural sciences and social sciences. Almost one-fifth of the courses for this group (Trad, 18.3%) were categorized as Trade, Industrial and Occupational.

Almost one-half (48.8%) of the courses designed for senior citizens were from the combined categories of Fine and Applied Arts (Art, 21.8%) and Home and Family Life (Home, 27.0%). An unusually high proportion of courses designed for senior citizens (who are usually retired or otherwise unemployed) were career-oriented. When the course offerings for Trade, Industrial & Occupational subjects (Trad, 16.2%) are combined with the courses in Business, Management and Sales (Bus, 5.2%), the total exceeds one-fifth (21.4%) of the course offerings for this group.

Courses designed for the unemployed were primarily job-related as might

Table 130

Number of Courses Offered for Designated Clientele by Course Category

Course Category	Gen. Pop. N	Gen. Pop. %[a]	Non HS Grad N	Non HS Grad %[a]	Sr Citizens N	Sr Citizens %[a]	Unemployed N	Unemployed %[a]	Women N	Women %[a]	Handicapped N	Handicapped %[a]
0100(Ag)	170	1.1	8	0.6	0	0.0	0	0.0	8	0.6	2	0.7
0200(Arch)	21	0.1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
0300(Bus)	1881	12.5	104	7.3	31	5.2	98	12.8	143	11.1	32	11.9
0400(Comm)	100	0.7	21	1.5	6	1.0	9	1.2	14	1.1	0	0.0
0500(Cmpt)	249	1.7	22	1.5	9	1.5	21	2.7	21	1.6	6	2.2
0600(Ed)	714	4.8	724	50.6	30	5.1	143	18.6	114	8.8	32	11.9
0700(Engi)	96	0.6	2	0.1	0	0.0	0	0.0	0	0.0	0	0.0
0800(Eng)	405	2.7	59	4.1	7	1.2	21	2.7	16	1.2	4	1.5
0900(Art)	2247	15.0	31	2.2	129	21.8	22	2.9	95	7.4	15	5.6
1000(Lang)	567	3.8	8	0.6	3	0.5	0	0.0	8	0.6	0	0.0
1100(Hlth)	302	2.0	48	3.4	14	2.4	65	8.5	66	5.1	8	3.0
1200(Home)	1958	13.0	67	4.7	160	27.0	61	8.0	264	20.5	64	23.8
1300(IS)	70	0.5	1	0.1	1	0.2	0	0.0	19	1.5	0	0.0
1400(Math)	152	1.0	5	0.3	1	0.2	2	0.3	0	0.0	1	0.4
1500(Milt)	1	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1600(Sci)	213	1.4	1	0.1	1	0.2	0	0.0	0	0.0	0	0.0
1700(PE)	1935	12.9	31	2.2	44	7.4	14	1.8	203	15.7	12	4.5
1800(PuA)	218	1.5	3	0.2	19	3.2	3	0.4	8	0.6	3	1.1
1900(Psy)	241	1.6	2	0.1	14	2.4	0	0.0	2	0.2	0	0.0
2000(Theo)	6	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2100(Safe)	699	4.7	27	1.9	16	2.7	6	0.8	25	1.9	3	1.1
2200(SSci)	331	2.2	2	0.1	8	1.3	1	0.1	3	0.2	1	0.4
2300(Trad)	2442	16.3	262	18.3	96	16.2	292	38.1	281	21.8	86	32.0
Column Total N[b]	15018		1427		593		767		1290		269	
Column Total %[c]		77.3		7.3		3.1		3.9		6.6		1.4

[a] Indicates percentage which this course category represents in the total course offerings for this group only.

[b] Sum will be greater than total number of courses offered due to multiple responses.

[c] The remaining 0.4% of courses were designed for "other" clientele groups.

be expected. The highest proportion were Trade, Industrial & Occupational subjects (Trad, 38.1%), with another 12.8% in Business, Management & Sales (Bus). Almost one-fifth of the courses designed for this group were categorized as Education & Developmental Activities (Ed, 18.6%). Courses in this category are usually pre-vocational or remedial education which would be helpful to people who are preparing for employment, job training, or re-entry into the work world.

There was an almost equal proportion of courses in two different categories which were designed for women. Trade, Industrial & Occupational (Trad) courses comprised about one-fifth (21.8%) of the course offerings for women, and courses related to Home and Family Life (Home) comprised another one-fifth (20.5) of the offerings. The proportion of courses for women in Business, Management & Sales (Bus, 11.1%), when combined with the occupationally oriented courses previously mentioned (Trad, 21.8%), raise to about one-third (32.9%) the career-oriented course offerings for women. Another 15.7% of the course for women were categorized as Physical Education and Recreation (PE).

About one-third (32.0%) of the courses designed for the handicapped were in the category of Trade, Industrial & Occupational subjects (Trad). When this proportion is combined with the 11.9% offerings in Business, Management & Sales (Bus) the total of career-oriented courses designed for this group exceeds two-thirds (43.9%) of the total course offerings for this group. Courses in Home and Family Life comprised almost one-fourth (Home, 23.8%) of the offerings. It should be noted, however, that the total number of courses designed for the handicapped represented only 1.4% of the total course offerings throughout the state.

Scheduling and Location of Courses

The survey questionnaire included a number of questions regarding the scheduling and location of courses in continuing education. This section of the report will discuss class site (on- or off-campus) as well as scheduling concerns such as seasons of the year in which courses were offered, time of day and days of the week when classes met and number and length of class sessions. This data can be directly related to the preferences stated by adults who were interviewed in the needs assessment and who would be interested in taking continuing education courses. Most of the task of comparing responses will, however, be left to the reader, since he/she can best seek the specific information which is most useful.

Site or Location of Course

Table 131 indicates how many courses in each category were offered at on-campus facilities and how many courses at off-campus facilities. The term "on-campus" was used in the questionnaire to designated courses offered at "the school facility or college campus". The term "off-campus" designated any location "other than above, i.e., library, church, etc.". Other than these general definitions, interpretation of the terms was left to the respondent.

With few exceptions, more than 80% of the courses offered in each category by responding institutions were provided on-campus. Courses in Computer & Information Sciences (Cmpt, 98.9%) and Engineering Technologies (Engi, 98.1%) were offered almost exclusively at campus sites. The one course in Military Sciences (Milt) was also offered on-campus.

Less than one-tenth (9.5%) of all continuing education courses were offered at off-campus locations. Not even one-fourth of the courses in any

Table 131

Location of Class By Course Category

Course Category	On-Campus		Off-Campus		Both		
	N	%[a]	N	%[a]	N	%[a]	Total[b]
0100(Ag)	130	78.3	29	17.5	7	4.2	166
0200(Arch)	18	81.8	4	18.2	0	.0	22
0300(Bus)	1954	91.7	175	8.2	1	.0	2130
0400(Comm)	111	96.5	4	3.5	0	.0	115
0500(Cmpt)	264	98.9	3	1.1	0	.0	267
0600(Ed)	1065	85.4	176	14.1	6	.5	1247
0700(Engi)	104	98.1	2	1.9	0	.0	106
0800(Eng)	439	84.9	75	14.5	3	.6	517
0900(Art)	2155	88.8	264	10.9	7	.3	2426
1000(Lang)	529	91.2	44	7.6	7	1.2	580
1100(Hlth)	328	85.4	27	7.0	29	7.6	384
1200(Home)	1925	86.4	295	13.2	8	.4	2228
1300(IS)	77	86.5	11	12.4	1	1.1	89
1400(Math)	159	92.4	13	7.6	0	.0	172
1500(Milt)	1	100.0	0	.0	0	.0	1
1600(Sci)	261	94.9	12	4.4	2	.7	275
1700(PE)	2074	94.9	100	4.6	11	.5	2185
1800(PuA)	224	75.7	72	24.3	0	.0	296
1900(Psy)	281	85.4	48	14.6	0	.0	329
2000(Theo)	7	87.5	1	12.5	0	.0	8
2100(Safe)	639	87.3	76	10.4	17	2.3	732
2200(SSci)	289	78.3	75	20.3	5	1.4	369
2300(Trad)	2580	95.0	132	4.9	4	.1	2716
Column N	15614		1638		108		17360
Total %		89.9		9.5		.6	

[a] Indicates percentage of courses in this category only.

[b] Less than total course offerings due to non-response.

category were offered off-campus.

The largest proportion of courses offered off-campus were in the categories of Public Affairs & Services (PuA, 24.3%), Social Sciences, (SSci, 20.3%), Architecture and Environmental Design (Arch, 18.2%) and Agriculture and Natural Resources (Ag, 17.5%). A few courses were offered both on- and off-campus, but not enough to establish a clear trend.

In cases in which courses were offered off-campus, respondents were asked to specify the type of facility used. There were so few specific responses to this question that no commentary would be justified. The question was a pertinent one, however, since the specific facility at which courses are offered may influence the student's decision to take a course, as well as his/her satisfaction with the course. There was repeated evidence of this correlation in data discussed earlier in this report, provided by potential and previous continuing education participants (see sub-sections entitled "Conditions for Learning").

Seasons in Which Courses Were Offered

Institutional respondents were asked to indicate the season of the year in which each continuing education course began. For purposes of the study, the calendar year rather than an academic year (of which there are many varieties) was used. Seasonal designations were as follows: Fall (September, October, November); Winter (December, January, February); Spring (March, April, May); and Summer (June, July, August).

Since the quarterly calendar does not necessarily coincide with the academic calendar, responses to this question may not be an accurate representation of seasonal patterns. For example, educational institutions which operate on a quarter system begin a "Winter" term in January; institutions which run on a semester basis have no Winter term, only Fall and

Spring. In fact, the term which is designated as Winter by some institutions (beginning in January) may be considered Spring term by other institutions. The reader is reminded, then, that the seasonal designation was determined by the month in which the course began, rather than the particular seasonal designation which might be used by an individual institution.

More than one-half (53.4%) of all courses were offered in the Fall (see Table 132). About one-third (33.2%) began in Winter. The general pattern in each course category was for the greatest number of courses to be offered in the Fall, with a decreasing number during each subsequent season. The one exception to the Fall/Winter sequence was in the category of Natural Sciences (Sci) in which almost 10% more courses were offered in Winter than in Fall (44.4% vs. 35.5%). In a few cases, Summer course offerings were greater than in Spring. These included Education & Developmental Activities (Ed, 13.7% vs. 5.7%), English Language Arts (Eng, 14.0% vs. 6.1%), Mathematics (Math, 14.5% vs. 8.7%) and Natural Sciences (Sci, 15.8% vs. 4.3%).

The course offerings by season should be examined in greater detail and correlated with the responses of adults who were interviewed throughout the state and who indicated their preferences for the seasons in which they could be available to participate in continuing education classes (see sub-sections on "Conditions for Learning" earlier in this report). Table 30, for example, follows the pattern of course offerings, in that the highest proportion of adult respondents would be able to attend classes in the Fall, with the proportion decreasing with each subsequent season. However, more than half of the respondents (53.2%) could attend classes during the Spring, and almost one-third (31.8%) during the Summer. The proportion of course offerings during these two seasons was far less than the potential student attendance.

Table 132

Seasons in Which Courses Were Offered by Course Category

Course Category	Fall		Winter		Spring		Summer	
	N	%[a]	N	%[a]	N	%[a]	N	%[a]
0100 (Ag)	81	46.6	65	37.4	25	14.4	3	1.7
0200 (Arch)	10	45.5	7	31.8	4	18.2	1	4.5
0300 (Bus)	1141	52.9	796	36.9	146	6.8	73	3.4
0400 (Comm)	64	55.2	40	34.5	9	7.8	3	2.6
0500 (Cmpt)	139	51.9	104	38.8	16	6.0	9	3.4
0600 (Ed)	813	64.6	201	16.0	72	5.7	172	13.7
0700 (Engi)	58	55.2	41	39.0	6	5.7	0	0.0
0800 (Eng)	235	46.3	171	33.7	31	6.1	71	14.0
0900 (Art)	1334	54.3	865	35.2	207	8.4	49	2.0
1000 (Lang)	374	63.9	172	29.4	38	6.5	1	0.2
1100 (Hlth)	181	47.0	119	30.9	45	11.7	40	10.4
1200 (Home)	1272	56.2	707	31.2	249	11.0	37	1.6
1300 (IS)	46	51.7	28	31.5	14	15.7	1	1.1
1400 (Math)	80	46.5	52	30.2	15	8.7	25	14.5
1500 (Milt)	0	0.0	0	0.0	1	100.0	0	0.0
1600 (Sci)	99	35.5	124	44.4	12	4.3	44	15.8
1700 (PE)	1113	50.1	759	34.2	298	13.4	52	2.3
1800 (PuA)	142	47.8	102	34.3	44	14.8	9	3.0
1900 (Psy)	134	41.7	119	37.1	34	10.6	34	10.6
2000 (Theo)	3	37.5	3	37.5	2	25.0	0	0.0
2100 (Safe)	361	47.6	216	28.5	140	18.4	42	5.5
2200 (SSci)	146	39.8	148	40.3	33	9.0	40	10.9
2300 (Trad)	1548	56.6	987	36.1	147	5.4	51	1.9
Column N[b]	9377		5826		1588		757	
Total %		53.4		33.2		9.0		4.3

[a] Indicates percentage of courses in this course category only.

[b] Total N = 17,548 due to non-response of 79.

Days of the Week on Which Courses Were Offered

Table 133 indicates the days of the week on which continuing education classes were scheduled. The greatest number of courses were offered on Tuesdays (5907), with Wednesday offerings almost as high (5841). A total of 5699 courses were held on Mondays, and 5060 on Thursdays. Friday courses totalled only 906, and Saturday courses less than half of that (434). The number of courses exceeds 17,627 because some courses were offered on multiple days of the week.

Although Sunday was not listed on the questionnaire as an optional class day, respondents indicated that thirty nine (39) courses were offered on Sundays. The highest number of courses in any category offered on Sunday (less than 1% of the total course offerings) was sixteen (16), in Physical Education & Recreation. Sunday course offerings will not be discussed further due to insufficient data.

Of a total of 17,627 continuing education courses offered by responding institutions, the percentages of courses offered on each day of the week were as follows:

Monday	32%
Tuesday	34%
Wednesday	33%
Thursday	29%
Friday	5%
Saturday	3%

The sum of the daily percentages is greater than 100%, since respondents may have indicated that a particular course was offered more than one day a week. It may be noted, however, that the majority of continuing education courses were offered on Monday through Thursday, with the number decreasing on each day of the weekend.

The greatest number of courses which met on Fridays were in the categories of Education & Developmental Activities (Ed, 226 courses, 9.5% of

Table 133

Days of the Week on Which Classes Met by Course Category

Course Category	Monday		Tuesday		Wednesday		Thursday		Friday		Saturday		Sunday	
	N	%[a]	N	%[a]	N	%[a]	N	%[a]	N	%[a]	N	%[a]	N	%[a]
0100 (Ag)	47	25.0	53	28.2	45	24.0	29	15.4	2	1.1	10	5.3	2	1.1
0200 (Arch)	6	28.6	2	9.5	10	47.6	3	14.3	0	0.0	0	0.0	0	0.0
0300 (Bus)	712	25.2	731	25.9	704	24.9	555	19.6	87	3.1	37	1.3	0	0.0
0400 (Comm)	43	34.4	26	20.8	35	28.0	20	16.0	0	0.0	1	0.8	0	0.0
0500 (Cmpt)	87	25.1	81	23.4	96	27.7	66	19.1	11	3.2	5	1.4	0	0.0
0600 (Ed)	755	24.3	666	21.4	742	23.9	702	22.6	226	7.3	14	0.5	1	0.0
0700 (Engi)	34	23.9	40	28.2	33	23.2	26	18.3	2	1.4	5	3.5	2	1.4
0800 (Eng)	224	24.1	220	23.7	227	24.5	181	19.5	63	6.8	11	1.2	2	0.2
0900 (Art)	686	25.2	663	24.4	705	25.9	598	22.0	38	14.0	30	1.1	1	0.0
1000 (Lang)	159	24.2	178	27.1	180	27.4	119	18.1	13	2.0	5	0.8	3	0.5
1100 (Hlth)	168	20.8	181	22.4	175	21.7	184	22.8	69	8.6	28	3.5	2	0.2
1200 (Home)	597	23.1	708	27.4	619	24.0	560	21.7	77	3.0	24	0.9	0	0.0
1300 (IS)	21	21.2	30	30.3	23	23.2	17	17.2	5	5.1	3	3.0	0	0.0
1400 (Math)	67	23.0	65	22.3	77	26.5	63	21.6	16	5.5	3	1.0	0	0.0
1500 (Milt)	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1600 (Sci)	124	24.8	104	20.1	108	21.6	137	27.3	24	4.8	4	0.8	0	0.0
1700 (PE)	589	22.9	619	24.1	618	24.0	571	22.2	75	2.9	84	3.3	16	0.6
1800 (PuA)	77	21.6	105	29.5	82	23.0	69	19.4	10	2.8	11	3.1	2	0.6
1900 (Psy)	96	22.6	106	25.0	89	21.0	100	23.6	23	5.4	8	1.9	2	0.5
2000 (Theo)	2	25.0	0	0.0	1	12.5	5	62.5	0	0.0	0	0.0	0	0.0
2100 (Safe)	234	23.2	259	25.6	258	25.5	163	16.1	28	2.8	66	6.5	2	0.2
2200 (SSci)	95	19.2	115	23.3	114	23.1	123	24.9	32	6.5	13	2.6	2	0.4
2300 (Trad)	876	23.8	954	25.9	900	24.5	769	21.0	105	2.9	72	2.0	2	0.1
Column N[b]	5699		5907		5841		5060		906		434		39	
Total %		23.9		24.7		24.4		21.2		3.8		1.8		0.2

[a] Indicates percentage of courses in this course category only.

[b] Total N = 23,886 due to course offerings on multiple days.

the total course offerings, 7.3% of courses in this category) and Trade, Industrial & Occupational (Trad, 105 courses, 4.4% of the total course offerings, 2/9% of courses in this category). The highest proportions of Friday courses within a category were in Fine & Applied Arts (Art, 14.0% of courses in this category), Health Professions (8.6%) and Education & Developmental Activities (7.3%).

An unusual pattern was noted in three course categories, in which the number and percentage of courses offered on Saturday was higher than the Friday course offerings. This was true for courses in Safety Education & Health (6.5% on Saturday vs. 2.8% on Friday), Agriculture & Environmental Design (5.3% vs. 1.1%) and Engineering Technologies (3.5% vs. 1.4%).

When these data on course offerings are compared with the days of the week which adults who were interviewed would find convenient for taking courses (see Table 39), it is interesting to note the parallel patterns in terms of the days which are most convenient and the days on which courses are offered. The decreasing order of preference and the percentage of courses offered is as follows: Tuesday, Wednesday, Monday, Thursday, Friday, Saturday, Sunday.

It is recommended that the earlier data regarding days of the week preferable for class attendance be examined for various sub-groups and compared with course offerings, to determine the extent of the "match" between client and course offerings. Also, the days of the week on which particular courses were offered should be considered in light of previously discussed preferences of potential and previous students.

Number of Class Meetings Per Week

Table 134 indicates the number of meeting days per week for courses in each of the twenty three (23) categories. Approximately three-fourths (77.5%)

Table 134

Number of Class Meetings Per Week by Course Category

Course Category	1		2		3		4		5		6	
	N	%[a]	N	%[a]	N	%[a]	N	%[a]	N	%[a]	N	%[a]
0100 (Ag)	156	91.8	12	7.1	1	0.6	0	0.0	1	0.6	0	0.0
0200 (Arch)	21	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
0300 (Bus)	1653	77.4	397	18.6	22	1.0	12	0.6	53	2.5	0	0.0
0400 (Comm)	105	91.3	10	8.7	0	0.0	0	0.0	0	0.0	0	0.0
0500 (Cmpt)	194	74.9	56	21.6	1	0.4	3	1.2	5	1.9	0	0.0
0600 (Ed)	342	27.5	412	33.1	215	17.3	96	7.6	175	14.1	6	0.5
0700 (Engi)	69	66.3	33	31.7	1	1.0	1	1.0	0	0.0	0	0.0
0800 (Eng)	290	57.3	122	24.1	30	5.9	16	3.2	48	9.5	0	0.0
0900 (Art)	2212	91.1	162	6.7	33	1.4	14	0.6	6	0.2	0	0.0
1000 (Lang)	510	88.9	56	9.8	3	0.5	2	0.3	3	0.5	0	0.0
1100 (Hlth)	189	49.9	95	25.1	17	4.5	13	3.3	64	16.9	1	0.3
1200 (Home)	2028	90.9	120	5.4	34	1.5	26	1.2	19	0.9	3	0.1
1300 (IS)	75	88.2	8	9.4	1	1.2	0	0.0	1	1.2	0	0.0
1400 (Math)	79	47.6	72	43.4	2	1.2	3	1.8	10	6.0	0	0.0
1500 (Milt)	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1600 (Sci)	117	43.5	113	42.0	13	4.8	11	4.1	15	5.6	0	0.0
1700 (PE)	1938	88.5	176	8.0	40	1.8	22	1.0	10	0.5	4	0.2
1800 (PuA)	254	86.1	30	10.2	4	1.4	5	1.7	2	0.6	0	0.0
1900 (Psy)	275	84.4	33	10.1	2	0.6	3	0.9	13	4.0	0	0.0
2000 (Theo)	8	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2100 (Safe)	615	81.7	87	11.6	14	1.9	16	2.1	11	1.5	10	1.3
2200 (SSci)	284	78.5	56	15.5	3	0.8	7	1.9	11	3.0	1	0.3
2300 (Trad)	2013	74.2	590	21.7	25	0.9	24	0.9	58	2.1	4	0.1
Cloumn N[b]	13428		2640		461		274		505		29	
Total %		77.5		15.2		2.7		1.6		2.9		0.2

[a] Indicates percentage of courses in this course category only.

[b] Total N = 17,337 due to non-response of 290.

of the courses met only one day a week; another 15.2% met twice a week. Courses which met more frequently represented only 7.4% of the total reported.

Among the courses which had more frequent class meetings, two categories were particularly notable. In Education & Developmental Activities (Ed), 27.5% of the courses met once a week, 33.1% twice, 17.3% three days and 13.8% met five days a week. Some courses in the Health Professions (Hlth) also met up to five days a week, with about one-half meeting once a week and one-fourth meeting twice a week.

In two categories, courses were almost evenly divided into one or two meeting days. Those were Mathematics (Math, 47.6% once a week, 43.4% twice) and Natural Sciences (Sci, 43.5% once a week, 42.0% twice).

The frequency of class meetings is usually related to the type of course offered and the purpose for which students participate in the course. Courses which are offered, for example as part of a career program (i.e., nursing) or a college preparation program (i.e., high school credit courses) are likely to meet more frequently than courses in what may be considered leisure time activities (i.e., pottery and ceramics).

When these data regarding course offerings are compared with adults' preferences (discussed earlier in the report), an interesting similarity emerges. Courses in several different categories had a pattern of class meetings in which the highest proportion of courses met once a week, the second highest proportion twice a week, and the third highest, five times a week. In Table 40, when responding adults indicated how many days a week would be convenient for them to attend classes, the preferences were in a similar order, although a higher proportion (18.5%) said they could attend five days a week than any other option. The next highest preference was for two days a week (16.5%) then for one day a week (15.9%). When the proportions of adults who could attend classes is compared with the course offerings, it appears that if a greater number of courses were offered on more days per week, there would be sufficient attendance to warrant offering the courses. Data from the needs assessment should be examined in greater depth to determine how course offerings compare with availability of students.

Time of Day Courses Were Offered

The time of day when continuing education courses are offered may make the difference between high enrollment and attendance rates and lower rates. Table 135 indicates how many courses in each of the categories were offered during the day, how many in the evening and how many at both times. Although the original question separated the day into three time periods, designated "morning", "afternoon" and "evening", the "morning" and "afternoon" responses were later combined to yield the single response "day". On the questionnaire, there was no response category entitled "both"; however, if a respondent checked both day and evening options, the response was recorded as "both".

Of all continuing education courses offered by responding institutions, a great majority (86.8%) were offered only in the evening. A slight 1.3% of the courses (according to the tabulation system described above) were offered both during the day and in the evening.

In sixteen (16) of the twenty three (23) categories, more than 85% of the courses were offered only in the evening. It may be noted that 93.8% of all courses in the Trade, Industrial & Occupational (Trad) category were offered in the evening. This information becomes more significant when it is observed that the number of courses in this category (2521) represents 14.3% of all courses offered by responding institutions. Other categories which

Table 135

Time of Day Classes Were Offered

Course Category	Day		Evening		Both[a]	
	N	%[b]	N	%[b]	N	%[b]
0100 (Ag)	21	12.4	148	87.1	1	0.6
0200 (Arch)	1	4.8	20	95.2	0	0.0
0300 (Bus)	171	8.0	1946	91.3	14	0.7
0400 (Comm)	4	3.7	103	94.5	2	1.8
0500 (Cmpt)	14	5.4	243	93.5	3	1.2
0600 (Ed)	262	21.3	944	76.6	26	2.1
0700 (Engi)	11	10.6	93	89.4	0	0.0
0800 (Eng)	112	21.7	399	77.3	5	1.0
0900 (Art)	326	13.5	2058	85.4	27	1.1
1000 (Lang)	56	9.7	513	89.2	6	1.0
1100 (Hlth)	90	23.9	268	71.3	18	4.8
1200 (Home)	307	13.9	1854	83.7	53	2.4
1300 (IS)	18	21.4	64	76.2	2	2.4
1400 (Math)	22	13.3	144	86.7	0	0.0
1500 (Milt)	0	0.0	1	100.0	0	0.0
1600 (Sci)	42	15.3	229	83.6	3	1.1
1700 (PE)	234	10.8	1927	88.6	14	0.6
1800 (PuA)	72	24.8	216	74.5	2	0.7
1900 (Psy)	36	11.1	288	88.6	1	0.3
2000 (Theo)	0	0.0	8	100.0	0	0.0
2100 (Safe)	62	8.4	652	87.9	28	3.8
2200 (SSci)	47	12.9	315	86.3	3	0.8
2300 (Trad)	142	5.3	2521	93.8	24	0.9
Cloumn N[c]	2050		14954		232	
Total %		11.9		86.8		1.3

[a] Responses were recorded in this category (which was not on the questionnaire) when both day and eveing options were selected.

[b] Indicates percentage of courses in this course category only.

[c] Total N = 17,236 due to non-response of 391.

had a high percentage (and a relatively high number) of evening courses included: Architecture & Environmental Design (Arch, 95.2% evening courses), Communications (Comm, 94.5%) Computer & Information Sciences (Cmpt, 93.5%) and Business, Management & Sales (Bus, a total of 1946 courses--91.3%--offered in the evening).

In no category were more than 25% of the courses offered during the day. The highest daytime course offerings were noted in the five categories of Public Affairs & Services (PuA, 24.8%), Health Professions (Hlth, 23.9%), English Language Arts (Eng, 21.7%), Interdisciplinary Studies (IS, 21.4%) and Education & Developmental Activities (Ed, 21.3%).

This kind of scheduling would seem to accommodate the employed student who could attend classes on a part-time basis, after (daytime) work. Since continuing education courses are frequently offered to supplement career training, rather than to comprise it, such scheduling might be particularly appropriate for public schools and BOCES, although perhaps less so for two-year colleges.

When adults throughout the state were asked to specify the time periods in the day which would be most convenient for them to take courses (see Table 35), slightly less than two-thirds (65.5%) indicated that evenings would be best. About one-fourth chose each of the daytime periods, mornings (25.3%) and afternoons (23.5%). When these preferences are compared with overall course offerings, it is obvious that there is not an exact match between student preference and actual course offerings. This should be examined in greater depth.

Additionally, there are some groups of potential continuing education students who may need special consideration in terms of the scheduling of courses. These include, among others, people who work night shifts, people who are unemployed and people who are retired. The sub-group of urban unemployed who were interviewed in the needs assessment (see Table 117) expressed a preference for course scheduling which was different from the general population. They showed only a *slight* preference for evening classes (51.5%), with 40.6% who could attend morning classes and 36.0% who could attend in the evenings. The sub-group of retirees actually showed a reversal from the preferences of the general population (see Table 90). The majority of these respondents could attend classes during daytime periods (52.8% afternoons, 42.4% mornings), with only one-third (33.7%) able to attend evening classes.

Length of Class Sessions

Class sessions for continuing education courses vary widely, from less than one hour to over four hours. Certain types of courses are better presented within particular time spans, e.g., skill courses which require time to work with equipment may best be taught in longer class sessions, while theoretical courses such as mathematics may require shorter (and perhaps more frequent) class sessions.

A very high proportion of the continuing education courses offered by responding institutions (83.3%) were presented in class sessions of two to four hours in length (see Figure 8). Only about 15% of the courses had class sessions of less than two hours.

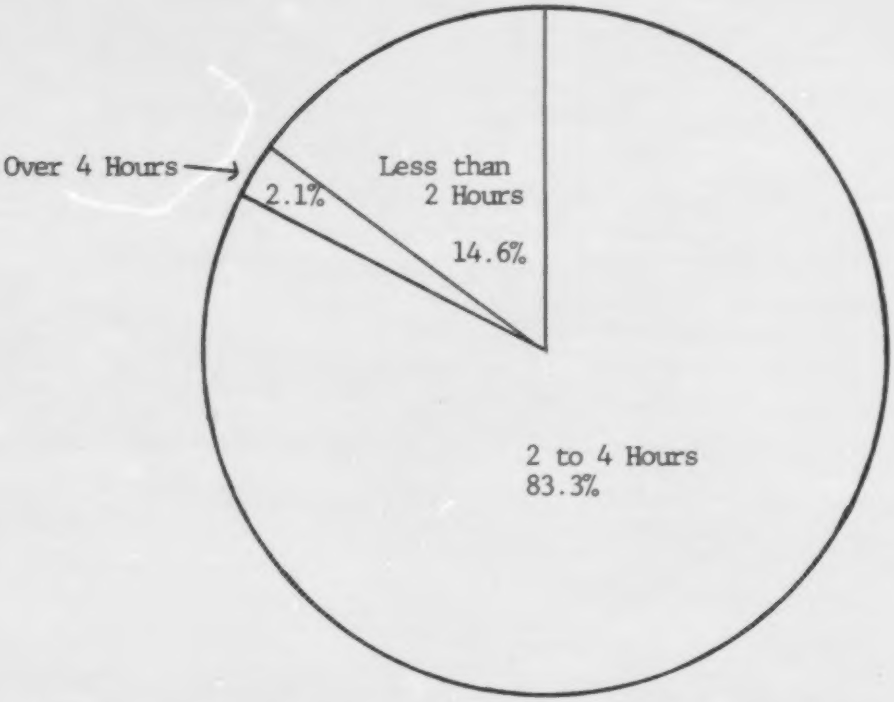

Figure 8. Length of Class Session for Continuing Education Courses

When specific course categories were examined (see Table 136), there were some exceptions to this pattern which may be of interest. In several categories, from one-fifth to two-fifths of the courses had class sessions of less than two hours. These include Mathematics (Math, 38.7%), Physical Education & Recreation (PE, 38.7%), Religion & Theology (Theo, 37.5%), Engineering Technologies (Engi, 25.5%), Education & Developmental Activities (Ed, 21.5%) and Natural Sciences (Sci, 19.4%). A noted exception which reversed the trend toward shorter courses was in the category of Health Professions (Hlth), in which 20.5% of the class sessions were over four hours in length.

Adults who were interviewed as part of the needs assessment (reported earlier) expressed somewhat different preferences for length of class sessions. Only one-half of the total sample would prefer class sessions of two to four hours in length (compared with 83.2% of the course offerings in

Table 136

Length of Class Session by Course Category

Course Category	Less than 2 Hrs.		2 to 4 Hrs.		Over 4 Hrs.		Total
	N	%	N	%	N	%	
0100(Ag)	17	9.8	152	87.4	5	2.9	174
0200(Arch)	1	4.5	21	95.5	0	0.0	22
0300(Bus)	219	10.1	1907	88.3	33	1.5	2159
0400(Comm)	10	8.6	104	89.7	2	1.7	116
0500(Cmpt)	14	5.2	242	90.0	13	4.8	269
0600(Ed)	272	21.5	960	75.9	33	2.6	1265
0700(Engi)	27	25.5	71	67.0	8	7.5	106
0800(Eng)	62	11.9	455	87.0	6	1.1	523
0900(Art)	391	15.9	2015	82.0	52	2.1	2458
1000(Lang)	80	13.6	509	86.4	0	0.0	589
1100(Hlth)	34	8.7	276	70.8	80	20.5	390
1200(Home)	175	7.7	2065	90.9	32	1.4	2272
1300(IS)	13	14.6	75	84.3	1	1.1	89
1400(Math)	67	38.7	106	61.3	0	0.0	173
1500(Milt)	0	0.0	1	100.0	0	0.0	1
1600(Sci)	54	19.4	218	78.1	7	2.5	279
1700(PE)	861	38.7	1353	60.9	9	0.4	2223
1800(PuA)	29	9.6	258	85.7	14	4.7	301
1900(Psy)	49	14.8	278	84.2	3	0.9	330
2000(Theo)	3	37.5	5	62.5	0	0.0	8
2100(Safe)	74	9.7	683	89.8	4	0.5	761
2200(SSci)	62	16.4	314	83.3	1	0.3	377
2300(Trad)	67	2.4	2603	94.9	72	2.6	2742
Column N	2581		14671		375		17627
Total %		14.6		83.2		2.1	

this time span). The other half of the respondents (43.0%) would prefer shorter class sessions, with 30.1% preferring sessions of 1½ hours in length, and 12.9% preferring one hour classes. (These data were discussed in the earlier sub-sections entitled "Conditions for Learning".)

One of the considerations which may be made in the scheduling of continuing education courses is the span of time which may be comfortable for students to attend classes at certain times of the day. For example, people who have worked a full day may find it difficult to sit through a three-hour evening course. On the other hand, daytime students may prefer longer class sessions with perhaps fewer sessions per week.

Figure 9 shows that three-fourths of all continuing education courses reported (12,871) were offered in the evenings and were two to four hours in length. About one-tenth (11.7%) of the courses (2000) were offered in the evenings and were less than two hours in length. Only 1,327 of the total courses offered combined daytime hours with two to four class sessions.

Viewed in a slightly different manner, the greatest majority (86.1%) of all evening courses had two to four hour class sessions. A slight majority (64.7%) of all daytime courses also had two to four hour class sessions, but almost one-fourth (22.5%) of the daytime classes met for less than two hours at a session.

Credit Availability and Cost to Student

Some continuing education courses are offered for academic credit; others are not. Credit availability and the cost of a course (usually in the form of tuition or other fees) are inter-related in that courses which are provided for academic credit usually have a higher cost than non-credit courses.

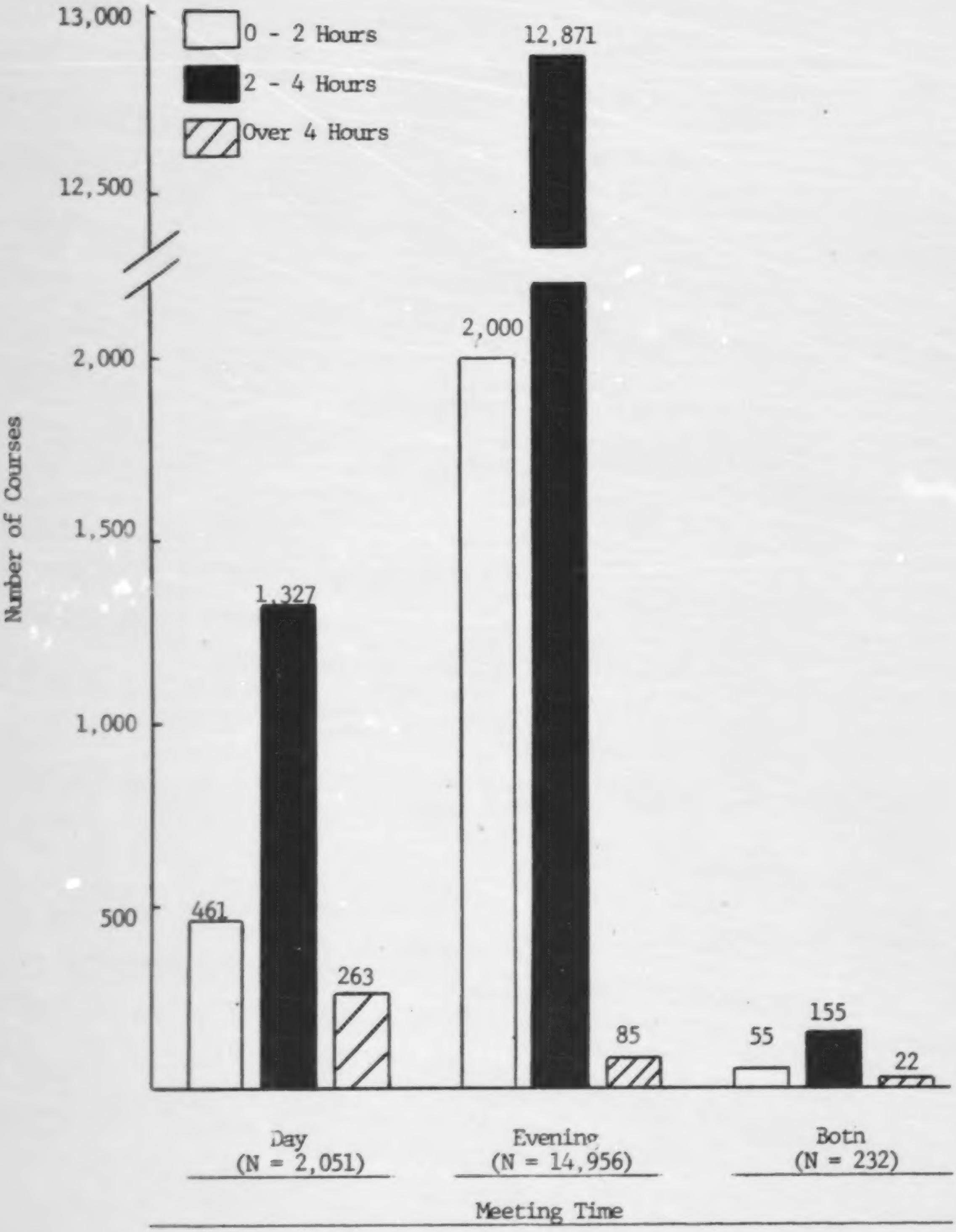

Figure 9. Number of Courses by Length of Class Session and Meeting Time

Credit vs. Non-Credit Courses in Continuing Education

Responding institutions were asked to indicate, for each course they reported, "whether or not class is offered for credit, i.e., high school diploma, credit course for associate degree, etc." Where appropriate, they could check both options, indicating that a particular course was offered both for credit and not for credit.

Over four-fifths (82.9%) of all continuing education courses reported were offered without academic credit (see Table 137). For 17% of the courses, credit was available. The exceptions to this general trend were noted in six course categories in which a higher proportion of courses was offered for credit than non-credit. This was the case for Engineering Technologies (Engi, 85.7% credit courses), Natural Sciences (Sci, 81.7%), Mathematics (Math, 76.3%), Social Sciences (SSci, 75.2%), Religion and Theology (Theo, 62.5%) and Psychology (Psy, 59.4%). Courses in these categories, however, are often considered to be part of the regular high school or college credit offerings rather than "continuing education" courses.

Adults who were interviewed as part of the statewide needs assessment (see earlier sub-sections of this report entitled "Conditions for Learning") expressed somewhat different preferences regarding academic credit. More than one-fourth of the total respondents (26.0%) indicated that they would want to earn academic credit for continuing education courses. Another one-third (32.3%) would want some form of recognition other than credit for coursework. When this is compared with the 17% of continuing education courses which were offered for credit, it appears that there would not be enough credit courses to meet student demand for them. This interrelated data should be examined in greater depth, with attention given to the expressed desires of particular sub-groups within the total sample.

Table 137

Credit Availability by Course Category

Course Category	Credit		Non-Credit		Both	
	N	%[a]	N	%[a]	N	%[a]
0100 (Ag)	13	7.6	159	92.4	0	0.0
0200 (Arch)	1	4.5	21	95.5	0	0.0
0300 (Bus)	505	24.4	1553	75.1	9	0.4
0400 (Comm)	25	22.7	84	76.4	1	0.9
0500 (Cmpt)	66	25.7	191	74.3	0	0.0
0600 (Ed)	399	35.1	730	64.3	7	0.6
0700 (Engi)	90	85.7	15	14.3	0	0.0
0800 (Eng)	228	47.5	251	52.3	1	0.2
0900 (Art)	116	4.9	2228	95.0	2	0.1
1000 (Lang)	58	10.6	488	89.2	1	0.2
1100 (Hlth)	84	22.7	286	77.3	0	0.0
1200 (Home)	58	2.7	2110	97.1	4	0.2
1300 (IS)	20	24.1	62	74.7	1	1.2
1400 (Math)	129	76.3	40	23.7	0	0.0
1500 (Milt)	0	0.0	1	100.0	0	0.0
1600 (Sci)	223	81.7	50	18.3	0	0.0
1700 (PE)	87	4.1	2015	95.6	5	0.2
1800 (PuA)	119	41.9	165	58.1	0	0.0
1900 (Psy)	193	59.4	132	40.6	0	0.0
2000 (Theo)	5	62.5	3	37.5	0	0.0
2100 (Safe)	86	11.7	648	88.3	0	0.0
2200 (SSci)	282	75.2	93	24.8	0	0.0
2300 (Trad)	61	2.3	2581	97.7	0	0.0
Column N	2848		13906		31	
Total %		17.0		82.8		0.2

[a] Indicates percentage of courses in this course category only.

[b] Total N = 16,785 due to non-response.

Cost to Student for Continuing Education Courses

Course-related costs which may be required of students include tuition, registration fees and the cost of books, materials and supplies. Institutions which offered continuing education courses were asked to estimate the total student cost for each course, combining tuition and fees with the average cost of materials and equipment. These costs, averaged for all courses offered, are depicted in Figure 10.

Almost half of the courses (44.4%) cost the student between $10 and $25. One-fifth of the courses (21.2%) were under $10. When these figures are combined, the proportion of total course offerings which cost the student under $25 is about two-thirds (65.6%).

Several courses in several categories deviated considerably from the cost pattern established for total courses (see Table 138). In six of the categories, approximately one-half of the courses offered had a cost to student of over $50. These included Engineering Technologies (Engi, 44.6%), Psychology (Psy, 45.0%), Health Professions (Hlth, 47.0%), Natural Sciences (Sci, 47.9%), Mathematics (Math, 50.9%) and Social Sciences (SSci, 56.4%). Many of these courses, however, may be considered low cost "continuing education" courses by some institutions, yet they are full tuition, degree-related courses at other institutions.

In contrast to these courses, one course category showed an unusually high proportion of courses offered at little or no cost to the student. Courses in Education & Developmental Activities (Ed) were primarily free of charge (60.5%), with three-fourths of the courses (75.4%) costing less than $10. In two categories, both the proportion of free courses and those which cost over $50 were higher than the average. This was the case with English Language Arts (Eng, 27.0% free; 32.0% over $50) and Public Affairs & Services

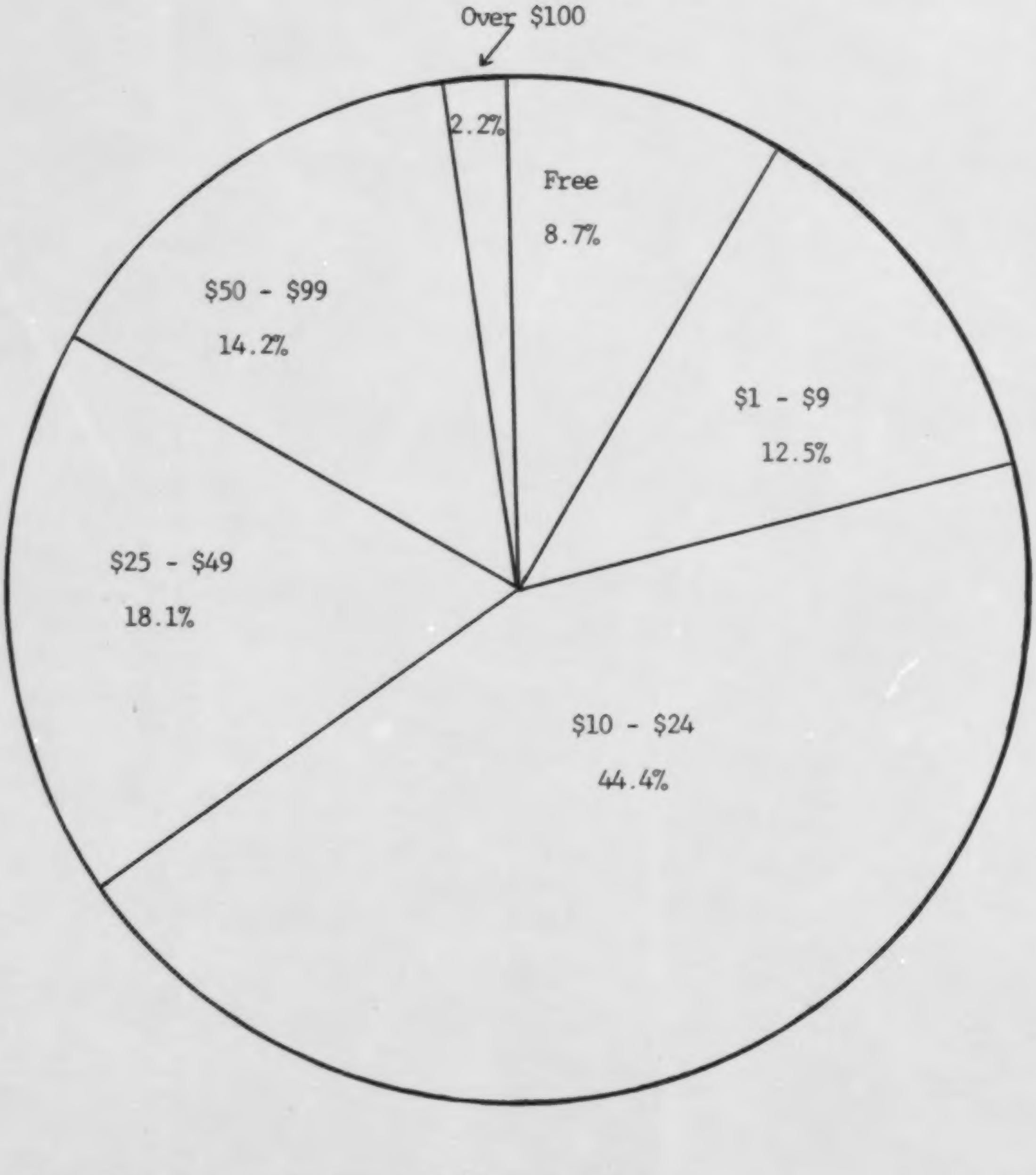

Figure 10. Cost to Student in Dollars Per Course

Table 138

Cost to Student in Dollars By Course Category

Course Category	Free %	1-9 %	10-24 %	25-49 %	50-99 %	Over 100 %
0100 (Ag)	4.7	16.6	47.3	19.5	11.2	0.6
0200 (Arch)	9.1	0.0	63.6	22.7	4.5	0.0
0300 (Bus)	2.9	10.4	46.6	18.7	18.6	2.8
0400 (Comm)	5.4	3.6	42.0	18.8	29.5	0.9
0500 (Cmpt)	2.6	3.0	39.1	31.2	24.1	0.0
0600 (Ed)	60.5	14.9	14.2	6.7	3.1	0.6
0700 (Engi)	11.7	0.0	8.7	35.0	41.7	2.9
0800 (Eng)	27.0	4.2	19.9	16.8	31.2	0.8
0900 (Art)	4.7	12.9	59.0	15.5	6.5	1.3
1000 (Lang)	1.7	10.7	64.0	14.5	7.3	1.7
1100 (Hlth)	7.8	6.8	23.2	15.1	36.5	10.5
1200 (Home)	6.2	17.9	62.0	9.5	3.6	0.9
1300 (IS)	5.7	17.0	40.9	15.9	20.5	0.0
1400 (Math)	4.7	9.4	17.0	18.1	39.2	11.7
1500 (Milt)	0.0	100.0	0.0	0.0	0.0	0.0
1600 (Sci)	8.3	2.5	22.1	19.2	37.0	10.9
1700 (PE)	1.6	16.5	67.9	10.5	2.4	1.1
1800 (PuA)	27.3	5.4	20.1	10.4	36.0	0.7
1900 (Psy)	3.7	3.4	36.1	11.9	45.0	0.0
2000 (Theo)	0.0	25.0	50.0	0.0	25.0	0.0
2100 (Safe)	13.5	38.4	19.0	12.0	15.3	1.8
2200 (SSci)	2.7	4.9	21.4	14.6	56.1	0.3
2300 (Trad)	1.8	6.4	31.6	39.9	16.5	3.8
Column Totals	8.7	12.5	44.4	18.1	14.2	2.2

(PuA, 27.3% free; 36.7% over $50).

When the cost of continuing education courses reported by educational institutions is compared with responses of adults statewide regarding the cost per course which they would be willing to pay (see Table 43), a few differences are noted. Almost one-fourth of the potential students (23.3%) felt that continuing education courses should be free of charge; only 8.7% of the courses offered were free of charge. On the other hand, 21.7% of the adults surveyed would be willing to pay more than $50 for a course, although only 16.4% of the courses offered actually cost this much. The proportion of courses offered at a cost of $1 to $24 was 56.9%, whereas the proportion of adults willing to pay costs in this range was only 38%. The question warrants further analysis of related data.

Availability of Counseling

As a part of the course-related information requested of educational institutions, a survey question asked, "Do you have counseling available specifically for adults at prescribed times?". Of the 259 responding institutions, 99 of them (38.2%) said that they did provide counseling for adults.

When asked whether counseling was available either during the day or in the evening, respondents consistently indicated that counseling was available more often (at a greater number of institutions) in the evening than during the day (see Table 139). Public schools provided evening counseling at almost twice as many facilities as daytime counseling. Both the BOCES and two-year colleges provided slightly more evening counseling than daytime counseling. Multiple responses indicated that 34 of the responding institutions provided counseling both during the day and in the evening.

Table 139

Availability of Counseling by Type of Institution

Time of Counseling	Number of Responding Institutions Public Schools	BOCES	Two-yr Colleges	Total[a]
Day	23	13	9	45
Evening	60	17	11	88
Total[a]	83	30	20	133

[a] Total=133 since 34 of the 99 responding institutions provided counseling both during the day and evening.

When data from this question are compared with data in Table 135 regarding the time of day when continuing education courses were offered, it is noted that most counseling was available in the evenings, when the majority (86.8%) of continuing education courses were offered. This would certainly facilitate students getting counseling as needed, provided that the counseling schedule did not conflict with class meeting times.

When potential continuing education students were asked about the usefulness of some type of educational counseling (see Table 51), over two-thirds (70%) responded that counseling would be of some use to them. For certain subgroups of the total sample, the proportion of positive responses was even higher (i.e., 80% for respondents whose primary learning interest was job-related).

Further investigation into this question could elicit very useful data from educational institutions, which should be compared with adults' preferences for certain types of educational counseling (i.e., academic, job-related, financial aid for education).

IN-SERVICE TRAINING NEEDS OF CONTINUING EDUCATION STAFF

This part of the three-part study made an assessment of the background characteristics and staff development needs of administrators and faculty/teaching staff of continuing education programs. Data were gathered by means of written questionnaires (see Appendices D and E) distributed to administrators and teachers of adult continuing education programs within the state's public schools, Board of Cooperative Educational Services (BOCES) and two-year colleges within the State University system. The responses of program administrators will be discussed first, followed by those of faculty/teaching staff.

Program Administrators

Demographic Characteristics

Three-fourths of the 387 respondents were administrators of public school adult education programs (see Table 140). Administrators of BOCES and two-year college programs accounted for the remaining one-fourth of the sample. Responses were received from two-thirds of the State's approximately 581 continuing education administrators.[4]

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[4] The total number of continuing education administrators was estimated from information contained in the Directory of Public School Continuing Education Programs in New York State (The State Education Department, Bureau of General Continuing Education, Albany, New York, 1974-1975), and the Education Directory, Higher Education, 1974-1975 (Arthur Podulsky, NCES, U.S.D.H.E.W., Washington, D.C., 1975, pp. 284-291).

Table 140

Type of Institution in Which Administrators are Employed

	N	%
Public School	288	74.4
BOCES	49	12.7
Two-Year College	38	9.8
No Answer	12	3.0
TOTAL	387	100.0

These respondents were asked several questions about different aspects of their professional responsibility for continuing education. In answer to the first of these questions, nearly two-thirds of the administrators (63.9%) reported that they were employed in continuing education only on a part-time basis. The remaining 36.1% reported full-time continuing education responsibilities.

Since the definition of "full-time" or "part-time" responsibility may vary widely from individual to individual, the respondents were also asked to indicate the number of hours they spent each week performing their continuing education duties. The responses in Table 141 correspond closely to the previous responses, with 40.4% of the sample stating that they worked in a continuing education capacity thirty or more hours per week. However, another one-third (31.8%) of the administrators devoted ten or fewer hours per week to their continuing education responsibilities.

Table 141

Hours Per Week Administrators Work in Continuing Education

Hours Per Week	N	%[a]
1 - 10	118	31.8
11 - 29	103	27.8
30 or more	150	40.4

[a] Based on 371 respondents.

Another aspect of the question of how much time the individual devotes to the performance of continuing education responsibilities is whether or not the continuing education position is the person's main professional responsibility. This question was intended primarily to indicate whether administrators with part-time positions in continuing education spent the major share of their time on duties in other areas. As in the previous questions, almost two-thirds of the respondents (61.3%) said that their continuing education position was not their primary professional responsibility, while slightly more than one-third (38.7%) said that it was their primary professional responsibility.

Of those 242 respondents whose primary professional responsibility was not in continuing education, 29.3% expressed the preference that they would like it to be (see Table 142). However, it should be noted that interpretation of the responses to this question presented some difficulties. Since no assumptions were made about the nature of the proposed continuing education position (whether full- or part-time, size of program, provisions for job security, etc.), it is likely that each respondent viewed the question in a different and personal way. This may also account for the high proportion (32.6%) of "don't know" responses to this question.

Table 142

Preference for Primary Professional Responsibility to be in Continuing Education

	N	%[a]
Yes	71	29.3
No	92	38.0
Don't Know	79	32.6

[a] Based on 242 respondents for whom continuing education was not primary professional responsibility.

About two-fifths of the administrators surveyed (39.1%) had been employed in the field of continuing education for five years or less (see Table 143) and another two-fifths (41.7%) had worked in this field more than ten years.

Table 143

Number of Years Administrator Employed in Continuing Education (Both Full- and Part-Time)

Years	N	%[a]
1 - 2	72	19.0
3 - 5	76	20.1
6 - 9	73	19.3
10 - 15	78	20.6
16 or more	80	21.1

[a] Based on 379 respondents.

A rather high proportion of the respondents had worked in their current administrative position for a relatively short period of time (see Table 144). About one-half of the respondents (46.6%) reported that they were employed in this position for three years or less.

Table 144

Number of Years Administrator Employed in Current Continuing Education Position

Years	N	%[a]
1 year or less	74	19.4
2 - 3	104	27.2
4 - 5	76	19.9
6 - 9	72	18.8
10 or more	56	14.7

[a] Based on 382 respondents.

Since the continuing education programs in the state vary widely in the scope of an administrator's professional duties, one might expect to find a wide range in the educational backgrounds of respondents. Table 145 shows that very few of the responding administrators had not yet received a bachelor's degree, and less than one-tenth had achieved the doctorate. The greatest majority (75.1%) had a master's degree. Few of the respondents reported advanced degrees with special concentration in adult or continuing education.

Table 145

Highest Academic Degree Completed: Administrators

	N	%[a]
Less than Bachelor's Degree	8	2.1
Bachelor's Degree	55	14.2
Master's Degree	280	72.5
Master's Degree in Adult Continuing Education	10	2.6
Doctorate	29	7.5
Doctorate in Adult Continuing Education	4	1.0

[a] Based on 386 respondents.

With nearly two-thirds of the administrators reporting that they were employed on a part-time basis, it is not surprising to note that almost four-fifths (78.9%) of the programs employed no full-time faculty (see Table 146). However, Table 147 shows that continuing education programs employed sizeable numbers of teachers entirely on a part-time basis. Over one-fourth of the administrators indicated that they employed over fifty part-time teachers.

Table 146

Number of Full-Time Teachers in Administrator's Program

	N	%[a]
No full-time teachers	270	78.9
1 - 5 full-time teachers	32	9.4
6 or more full-time teachers	40	11.7

[a] Based on 342 respondents.

Table 147

Number of Part-Time Teachers in Administrator's Program

	N	%[a]
No part-time teachers	12	3.4
1 - 10	83	23.6
11 - 25	91	25.9
26 - 50	70	19.9
51 - 99	48	13.6
100 or more	48	13.6

[a] Based on 352 respondents.

The number of supervisory personnel employed in each administrator's continuing education program ranged from none to eleven or more (see Table 148). No full-time supervisory personnel were found in two-thirds (67.1%) of the programs, while 4.7% of the programs had eleven or more full-time supervisory personnel. No part-time supervisory personnel were found in one-fourth (25.1%) of the programs, while 2.1% had eleven or more part-time supervisory personnel. About one-half of the part-time programs (48.1%) had at least one supervisor, and another one-fourth (24.7%) had from two to ten supervisory personnel.

Table 148

Number of Supervisory Personnel in Administrator's Program

	Full-time		Part-time	
Personnel	N	%[a]	N	%[b]
None	230	67.1	83	25.1
1	49	14.3	159	48.1
2	16	4.7	44	13.3
3 - 4	24	7.0	23	6.9
5 - 10	8	2.4	15	4.5
11 or more	16	4.7	7	2.1

[a] Based on 343 respondents.

[b] Based on 331 respondents.

The respondents further described the programs they administered by indicating the various program areas in which continuing education courses were offered in their institutions (see Table 149). These areas included avocational subjects, offered by 69.0% of the responding programs, as well as courses for college credit, offered by 16.2% of the responding programs.

Table 149

Program Areas in Which Continuing Education Courses are Offered

	Offer Courses		Responding
Program Area	N	%[a]	N
Adult Basic Education	164	46.2	355
High School Equivalency Preparation	225	63.6	354
Health & Safety Education	179	50.6	354
English as a Second Language	159	44.8	355
Occupational Education	241	67.9	355
Avocational	245	69.0	355
Academic Enrichment	187	52.7	355
Credit toward High School Diploma	71	20.1	354
Credit toward College Diploma	57	16.2	352

[a] Based on number responding.

The program areas having the largest student enrollments (see Table 150) were the avocational and occupational fields, with 53.9% and 46.5% (respectively) of the respondents reporting these areas as having either the largest or second largest student enrollments.

Table 150

Program Areas with Largest Student Enrollments

	Student Enrollment			
	Largest		Second Largest	
Program Area	N	%[a]	N	%[b]
Adult Basic Education	22	6.4	47	15.2
High School Equivalency	26	7.6	49	15.8
Health & Safety Education	24	7.0	29	9.4
English as a Second Language	20	5.8	16	5.2
Occupational Education	79	23.0	73	23.5
Avocational	132	38.4	48	15.5
Academic Enrichment	11	3.2	40	12.9
Credit toward high school diploma	4	1.2	4	1.3
Credit toward college diploma	26	7.6	4	1.3

[a] Based on 344 responses.

[b] Based on 310 responses.

Similarly, in these two areas of avocational and occupational subjects, the largest number of courses were given (see Table 151).

Table 151

Program Areas with the Largest Number of Courses

	Number of Courses			
	Largest		Second Largest	
Program Area	N	%[a]	N	%[b]
Adult Basic Education	27	8.1	27	9.2
High School Equivalency	13	3.9	45	15.3
Health & Safety	15	4.5	25	8.5
English as a Second Language	12	3.1	14	4.8
Occupational Education	80	24.0	76	25.9
Avocational	144	43.2	54	18.4
Academic Enrichment	14	4.2	45	15.3
Credit toward high school diploma	3	0.9	4	1.4
Credit toward college diploma	25	7.5	4	1.4

[a] Based on 333 responses.

[b] Based on 294 responses.

Preparation Specific to Adult Continuing Education

Respondents were asked to describe any pre-service or in-service training they may have had which was specifically designed to prepare them for positions in adult and continuing education. When asked about college course work, nearly three-fifths (59.2%) of the respondents reported that they had not had any college courses in adult continuing education (see Table 152). Only 16.0% reported ten or more college credits in this field, the minimum number usually associated with a minor subject concentrated in degree programs.

Table 152

Number of College Credits in Adult Continuing Education: Administrators

Credits	N	%[a]
None	225	59.2
1 - 3	27	7.1
4 - 6	47	12.4
7 - 9	20	5.3
10 - 12	16	4.2
More than 12	45	11.8

[a]Based on 380 respondents.

As indicated in Table 153, more than half of the respondents (52.9%) reported that they had had no pre-service preparation (excluding credit courses) in adult continuing education. Although more administrators reported some non-credit pre-service work than credit-bearing courses, participation in one type of activity would not preclude participation in the other.

Table 153

Hours of Pre-Service Training (Other Than Credit Courses) for Work in Adult Continuing Education: Administrators

Hours	N	%[a]
None	201	52.9
1 - 3	26	6.8
4 - 6	29	7.6
7 - 9	13	3.4
10 - 12	10	2.6
More than 12	101	26.6

[a]Based on 380 respondents.

From the responses shown in Table 154, it appears that more administrators have received training in working with adults subsequent to entering the field of continuing education rather than in preparation for this work. Approximately three out of five administrators reported some in-service training in continuing education, with 38.0% reporting 12 hours or more of such training.

Table 154

Hours of In-Service Training While Working in Adult Continuing Education: Administrators

Hours	N	%[a]
None	143	37.7
1 - 3	25	6.6
4 - 6	26	6.9
7 - 9	17	4.5
10 - 12	24	6.3
More than 12	144	38.0

[a] Based on 379 respondents.

The respondents were also asked about the helpfulness of their preparation for working with adults. Although the previous question about college course work was intended to deal specifically with courses in adult continuing education, some respondents may have interpreted it as referring to all college course work. In speaking of their college course work (see Table 155), 81.1% felt that the course work was at least somewhat helpful.

Table 155

Helpfulness of College Courses for Working in Adult Continuing Education: Administrators

	N	%[a]
Very helpful	63	34.1
Somewhat helpful	87	47.0
Of little help	27	14.6
No help at all	8	4.3

[a] Based on 185 respondents who had taken college courses.

Of those who had had some non-credit pre-service preparation, 89.1% said that it was very or somewhat helpful in preparing them to work with adults (see Table 156).

Table 156

Helpfulness of Pre-Service Training (Other Than Credit Courses) For Working in Adult Continuing Education: Administrators

	N	%[a]
Very helpful	82	45.1
Somewhat helpful	80	44.0
Of little help	16	8.8
No help at all	4	2.2

[a] Based on 182 respondents who had had pre-service training.

In-service training (while working in continuing education) was rated slightly higher than the other types of pre-service training, with 91.4% rating it as at least somewhat helpful (see Table 157).

Table 157

Helpfulness of In-Service Training While Working in Adult Continuing Education: Administrators

	N	%[a]
Very helpful	115	49.1
Somewhat helpful	99	42.3
Of little help	19	8.1
No help at all	1	0.4

[a] Based on 234 respondents who had received in-service training.

Although there were many administrators who had not had any pre-service or in-service training for working with adults, a great majority of those who did participate in such training found it of help to them in their work, with more than four-fifths of the respondents saying that the training had been at least somewhat helpful in preparing them to work with adults.

Preferences for Staff Development Activities

Administrators were asked to indicate the degree of their interest in a number of different topics for possible staff development activities (see Table 158). Greatest interest was expressed by the respondents in Program Development, with 77.2% rating it as "very important", and in Program Promotion/Public Relations, with 69.5% rating it as "very important". Although all topics were rated as either "very important" or "somewhat important" by a majority of the respondents, specific topics which were rated as "very important" by more than sixty percent included Budgeting and Finance (61.3%), Program Evaluation (61.2%) Recruitment and Selection of Staff (60.9%) and Long-Range Planning (60.5%).

One-third or more of the respondents expressed little or no interest in staff development activities based on the following topics: Development and Utilization of Space (45.2%), Report-Writing (39.5%) and Scheduling of Time (33.1%).

Administrators were also asked to express their interest in staff development activities designed to improve programming for specific populations. As can be seen in Table 159, the unemployed and the aging were groups of special interest to the respondents.

Table 158

Administrators' Personal Interest in Various Topics for Staff Development Activities

In the area of Program Planning & Management	Very Important		Somewhat Important		Of Little Importance		Not Important		Based on Number Responding
	N	%	N	%	N	%	N	%	N
Budgeting & finance	228	61.3	98	26.3	21	5.6	25	6.7	372
Development & utilization of space	80	21.9	120	32.9	101	27.7	64	17.5	365
Inter-institutional cooperation	136	37.2	156	42.6	52	14.2	22	6.0	366
Program evaluation	227	61.2	115	31.0	18	4.9	11	3.0	371
Scheduling of time	95	26.2	148	40.8	87	24.0	33	9.1	363
Record-keeping	138	37.6	132	36.0	72	19.6	25	6.8	367
Report-writing	80	21.8	142	38.7	104	28.3	41	11.2	367
Program development	284	77.2	70	19.0	8	2.2	6	1.6	368
Long-range planning	224	60.5	114	30.8	26	7.0	6	1.6	370
Grantsmanship	158	43.2	130	35.5	55	15.0	23	6.3	366
Program promotion/public relations	258	69.5	88	23.7	15	4.0	10	2.7	371

Note. Rated by administrators according to their personal interest in attending a staff development activity on each topic.

Table 158 continued on next page.

Table 158, continued

	Very Important		Somewhat Important		Of Little Importance		Not Important		Based on Number Responding
	N	%	N	%	N	%	N	%	N
In the area of Teacher Supervision									
Recruitment and selction of staff	226	60.9	104	28.0	28	7.5	13	3.5	371
Supervision of staff	183	49.6	132	35.8	40	10.8	14	3.8	269
Staff development	204	54.8	128	34.4	30	8.1	10	2.7	372
Evaluation of staff	192	51.8	138	37.2	30	8.1	11	3.0	371
Psychology of the adult learner	147	39.7	159	43.0	47	12.7	17	4.6	370
In the area of Community Relations									
Development and utilization of committees	141	38.2	163	44.2	43	11.7	22	6.0	369
Cooperation with other community agencies	201	54.0	130	34.9	29	7.8	12	3.2	372
Cooperation with other educational agencies	209	56.0	133	35.7	24	6.4	7	1.9	373
Outreach programs relating to advisory boards	110	31.7	161	46.4	56	16.1	20	5.8	347

Table 159

Administrators' Interest in Attending Staff Development Activities Designed to Improve Programming for Specific Populations

Improve Programs for:	Number Interested in Attending N	%[a]	Responding N
Aging	279	76.4	365
Corrections	133	36.4	365
Migrant workers	67	18.4	364
Native Americans	142	39.1	363
Vietnamese refugees	84	23.1	363
Unemployed	316	87.1	363

[a] Based on number responding.

Additional programs suggested by administrators and written on questionnaire:

Improve Programs for:	Suggested by N	%[b]
High school dropouts and illiterates	28	7.2
Underemployed	17	4.4
Minority groups	16	4.1
Immigrants	12	3.1
Physically handicapped	5	1.3
Poor	4	1.0
Military veterans	3	0.8
Youth and new graduates	3	0.8

[b] Based on 387 respondents, the potential number for write-in questions.

In identifying preferred sites for staff development activities (see Table 160), administrators showed greatest interest in activities which would take place at their own institutions, and, secondly, in a regional setting. On the other hand, more than half of the respondents expressed little or no interest in activities which would be held in a state setting or a national setting.

Table 160

Administrators' Interest in Various Geographic Locations for Staff Development Activities

Location	High Interest N	High Interest %	Moderate Interest N	Moderate Interest %	Little Interest N	Little Interest %	No Interest N	No Interest %	Responding N
In your own institution	207	56.1	107	29.0	33	8.9	22	6.0	369
In another facility in your community	81	22.4	168	46.5	71	19.7	41	11.4	361
In a regional[a] setting	135	36.3	146	39.2	52	14.0	39	10.5	372
In a state setting	62	16.9	122	33.3	106	29.0	76	20.8	366
In a national setting	49	13.4	68	18.6	102	27.9	146	40.0	365

[a] Denotes a region within the state.

More administrators showed high interest in staff development activities which would include a mixed group of teachers and administrators than a group of administrators only (see Table 161).

Table 161

Administrators' Interest in Participating in Various Groups for Staff Development

	High Interest N	High Interest %	Moderate Interest N	Moderate Interest %	Little Interest N	Little Interest %	No Interest N	No Interest %	Responding N
A mixed group of teachers and administrators	186	50.0	119	32.0	42	11.3	25	6.7	372
A group of administrators only	141	38.2	166	45.0	36	9.8	26	7.0	369

The format for staff development activities in which the greatest proportion of administrators (about one-half) showed high interest was a workshop lasting one or two days (see Table 162). Conferences and staff meetings were rated as the next highest preference, with about one-third of the respondents indicating a high interest in each of these formats and an even higher proportion expressing moderate interest in them.

Table 162

Administrators' Interest in Various Formats for Staff Development Activities

	High Interest		Moderate Interest		Little Interest		No Interest		Responding
	N	%	N	%	N	%	N	%	N
Staff meetings	132	36.1	156	42.6	62	16.9	16	4.4	366
Training by outside consultant	122	33.7	146	40.3	68	18.8	26	7.2	362
1 or 2 day workshops	175	47.6	132	35.9	42	11.4	19	5.2	368
Credit courses	114	31.5	113	31.2	90	24.9	45	12.4	362
Conferences	134	36.1	171	46.1	45	12.1	20	5.4	371

The willingness of responding administrators to participate in staff development activities was apparently influenced by the offering of academic credit and/or the costs (i.e., tuition or fees) related to such activities. As noted in Table 163, over half of the respondents (54.1%) would be willing to devote from one to four hours per week to staff development activities, if credit were offered and if there were no cost to the participant. Only one-fourth (27.3%) would devote this much time per week

Table 163

Number of Hours Per Week Administrators Would Devote to Staff Development Activities Under Varying Conditions of Credit and Cost

Hours Per Week	Credit Given; Cost Paid N	Credit Given; Cost Paid %[a]	No Credit; Cost Paid N	No Credit; Cost Paid %[a]	Credit Given; Pay Own Cost N	Credit Given; Pay Own Cost %[a]	No Credit; Pay Own Costs N	No Credit; Pay Own Costs %[a]
Would not participate	50	13.5	78	21.1	191	51.6	229	61.9
1 - 4	200	54.1	199	53.8	121	32.7	101	27.3
5 - 6	76	20.5	62	16.8	40	10.8	25	6.8
7 or more	44	11.9	31	8.4	18	4.9	15	4.1

[a] Based on 370 respondents.

if no credit were offered and if there were some cost involved.

The potential costs of staff development activities seem to be a greater barrier to participation than the lack of academic credit. Slightly more than half of the respondents (51.6%) would not participate if they had to pay tuition and/or fees, even if credit were offered. On the other hand, an almost equal proportion (53.8%) would devote from one to four hours per week to these activities even if no credit were offered, as long as they did not have to pay any tuition or fees.

Summary

Questionnaires were received from 387 administrators of adult continuing education programs in New York State. Three-fourths of the administrators worked in public school programs. The current position in continuing education was a full-time activity for only about one-third of the sample and it was the primary professional responsibility for slightly more than one-third. Two-fifths of the administrators had been employed in the field of continuing education for ten years or more; another one-fifth had been in the field for two years or less. In educational background, over four-fifths of the sample had a master's degree or doctorate. One-fifth of the administrators reported employing some full-time teachers in their program. One-fourth of the administrators employed more than fifty part-time teachers in their program and another two-fifths had from eleven to fifty part-time teachers. Program areas having both the largest student enrollments and also the largest number of courses offered were the avocational and occupational areas.

Some college course work in adult continuing education was reported by only two-fifths of the respondents. Half of the sample had had no pre-service training for working with adults, and slightly more than one-third had had no in-service training in this field. However, almost all of those who had had these experiences reported them to be either very helpful or somewhat helpful (81.1% for college course work, 89.1% for pre-service training, and 91.4% for in-service training).

All of the topics listed for staff development activities were rated as either very important or somewhat important by a majority of the respondents. Greatest interest was expressed in Program Development, with 77.2% rating it as very important. Two specific populations for which the majority of administrators would like staff development activities to improve programming are the unemployed and the aging. Most administrators expressed a high interest in attending staff development activities in their own institutions. In general, as the site became more distant from their own institution, fewer expressed interest in participation. One or two day workshops is the format in which more administrators had high interest than the other formats suggested. Over four-fifths of the administrators would devote at least one hour per week to staff development activities if credit were given for it and if fees and tuition were paid.

Faculty/Teaching Staff

Survey responses received from 7,123 continuing education teachers throughout the state are discussed in this section of the report. The total number of teachers of continuing education in the state is not available, since many programs employ teachers for a single course at one season of the year. Unlike elementary and secondary level accounting systems, there is no statewide enumeration of teachers of continuing education. Therefore, there is no way of estimating the maximum number of teachers who might have responded to the questionnaire.

Demographic Characteristics

More than two-thirds of the respondents were continuing education teachers in public schools (see Table 164). Teachers from BOCES and public two-year colleges accounted for about one-third of the sample.

Table 164

Type of Institution in Which Teachers are Employed

	N	%[a]
Public School	4584	67.6
BOCES	870	12.8
Two-Year College	1332	19.6

[a] Based on 6786 respondents.

Teachers participating in the survey represented the nine continuing education regions surveyed in the assessment of adult learning needs, as well as New York City. As indicated in Table 165, the largest proportion of respondents came from the Western Region, comprising 17.0% of the total survey population. It should be noted that at the time the questionnaires were administered budget difficulties had forced the closing of a large number of local continuing education programs in New York City. This situation resulted in many fewer responses being obtained from New York City than would have been obtained had the survey been conducted a few months earlier. This further affected the number of full- and part-time faculty responses, since a large proportion of the instructional personnel in the remaining programs were employed full-time.

Table 165

Distribution of Responding Teachers

by Geographic Region of New York State

Region	N	%[a]
New York City	866	12.2
1. Western	1213	17.0
2. Genesee	675	9.5
3. Southern Tier	308	4.3
4. Central	785	11.0
5. Northern	270	3.8
6. Capital	523	7.3
7. Hudson Valley	799	11.2
8. Nassau	815	11.4
9. Suffolk	864	12.1

[a] Based on 7118 responses.

Most continuing education positions are part-time; therefore, it is not surprising to note that 90.9% of the responding teachers were employed part-time in continuing education. Table 166 provides a better description of "part-time" status, indicating that more than two-fifths of the responding faculty (44.7%) were teaching three hours or fewer per week, and only 13.0% taught eleven hours or more per week in a continuing education capacity.

Table 166

Hours Per Week Teachers Work in Continuing Education

Hours	N	%[a]
0 - 2	1485	21.3
3	1631	23.4
4 - 5	1197	17.2
6 - 10	1745	25.1
11 or more	906	13.0

[a] Based on 6964 respondents.

The subjects taught by respondents cover a wide spectrum, ranging from Adult Basic Education and High School Equivalency to various occupational and technical skills and avocational subjects. Table 167 lists the categories of subjects taught by survey respondents.

Table 167

Subjects Taught by Continuing Education Faculty

Subject Area	N[a]	% of teachers responding
Adult Basic Education	1000	14.6
High School Equivalency	805	11.7
Health and Safety Education	395	5.8
English as a Second Language	517	7.5
Occupational Education (all types)	1344	19.6
Business Education	982	14.3
Distributive Education	84	1.2
Trade and Industrial-Technical	1211	17.6
Agriculture Education	92	1.3
Home Economics	374	5.4
Health Occupations	254	3.7
Avocational (art, music, drama, crafts)	1388	20.2
Academic or self-enrichment courses	1069	15.6
Credit toward high school diploma	254	3.7
Credit toward college diploma	878	12.8

[a] Total responses exceed 7,123 because some respondents taught more than one subject.

Since teaching in a continuing education program is a part-time job for over 90% of the respondents, it is somewhat surprising to note that one-fourth of the faculty (25.1%) considered their continuing education position as their primary professional responsibility. However, many of those responding in the affirmative might not have been employed elsewhere. These individuals might include homemakers, retirees, students or others who hold no other job for pay.

Respondents who did not consider continuing education their primary responsibility were asked whether they would prefer it to be so. Those who responded positively included 19.9% of the respondents as shown in Table 168. As in the survey of continuing education administrators, this question was asked without reference to conditions of employment which might be expected to influence an individual's response. For example, a teacher holding a tenured position in a regular academic program during the day and teaching one adult education class in the evening might be reluctant to express any preference for greater involvement in a less "secure" occupation. This may account for the large number of "undecided" responses to this question.

Table 168

Preference for Primary Professional Responsibility to be in Continuing Education: Teachers

	N	%[a]
Yes	1054	19.9
No	2373	44.7
Undecided	1878	35.4

[a]Based on 5305 respondents who work only part-time in continuing education.

In general, the continuing education faculty members surveyed were new to the field of teaching adults. Table 169 indicates that nearly one-fifth (19.8%) of all respondents were in their first year of teaching in a continuing education program, and close to one-half (47.2%) had been in continuing education programs for three years or fewer.

Table 169

Number of Years Employed in Continuing Education (Both Full- and Part-Time): Teachers

Years	N	%[a]
0 - 1	1356	19.8
2	973	14.2
3	900	13.2
4 - 5	1207	17.6
6 - 9	1166	17.0
10 or more	1240	18.1

[a]Based on 6842 respondents.

Respondents' length of service in their current programs was even shorter than their employment in continuing education (see Table 170), with more than one-fourth (27.1%) being in their first year of teaching in their current program and over one-half (56.3%) being employed three years or fewer.

Table 170

Number of Years Employed in Current Continuing Education Position: Teachers

Years	N	%[a]
0 - 1	1818	27.1
2	1080	16.1
3	883	13.1
4 - 5	1099	16.4
6 - 9	959	14.3
10 or more	879	13.1

[a] Based on 6718 respondents.

The level of formal education of the responding faculty ranged from less than a high school diploma to a doctorate, as shown in Table 171. Those having a master's or doctorate included almost one-half (45.2%) of the respondents. Although more than one-fourth (26.5%) had not completed a bachelor's degree, over two-thirds (70.3%) of the teachers had either a bachelor's or master's degree.

Table 171

Previous Formal Education of Faculty

	N	%[a]
Less than a high school diploma	78	1.1
High school diploma or equivalent	568	8.0
Some college	1233	17.4
Bachelor's degree	2006	28.2
Master's degree	2930	41.2
Master's degree in adult continuing education	67	0.9
Doctorate	222	3.1
Doctorate in adult continuing education	1	0.0

[a] Based on 7105 respondents.

Preparation for Teaching in Adult Continuing Education

Three-fourths (76.7%) of the respondents had not taken college credit courses in adult continuing education, as shown in Table 172. Only 10% report ten or more credits in this field, which is the minimum usually associated with a minor subject concentration in degree programs.

Table 172

Number of College Credit in Adult Continuing Education: Teachers

Credits	N	%[a]
None	5190	76.7
1 - 3	430	6.4
4 - 6	298	4.4
7 - 9	139	2.1
10 - 12	112	1.7
More than 12	598	8.8

[a] Based on 6767 respondents.

As can be seen in Tables 173 and 174, fewer than half of the respondents have had any pre-service or in-service training specifically designed to prepare them to teach in adult continuing education. More than one-fourth of the respondents (26.7%) reported more than twelve pre-service training hours; however, there can be no comparison of number of credits with training hours, since they do not use a common unit of measurement. Although more faculty reported some non-credit pre-service study than those reporting college credit courses, participation in one type of activity does not necessarily preclude participation in the other.

Table 173

Hours of Pre-Service Training (Other Than Credit Courses) for Work in Adult Continuing Education: Teachers

Hours	N	%[a]
None	3928	57.6
1 - 3	499	7.3
4 - 6	331	4.9
7 - 9	119	1.7
10 - 12	126	1.8
More than 12	1821	26.7

[a] Based on 6824 respondents.

Since being employed in adult continuing education, 38.3% of the respondents had participated in some in-service training for working with adults, with 21.9% having ten or more hours of such training.

Table 174

Hours of In-Service Training While Working in Adult Continuing Education: Teachers

Hours	N	%[a]
None	4213	61.7
1 - 3	600	8.8
4 - 6	358	5.2
7 - 9	159	2.3
10 - 12	166	2.4
More than 12	1330	19.5

[a] Based on 6826 respondents.

Respondents were also asked to indicate the extent to which these various types of training had helped to prepare them for working with adults in continuing education. Responses to these questions are given in Tables 175, 176, and 177. Teachers who had taken college courses specifically related to adult continuing education expressed positive feelings about those courses, with almost one-half of the respondents (48.9%) indicating that the courses were very helpful to them. When asked about the value of college coursework in general, 86.3% of the respondents indicated that they felt their college courses were "very" or "somewhat helpful" in preparing them to teach adults.

Table 175

Helpfulness of College Courses for Working in Adult Continuing Education: Teachers

	N	%[a]
Very helpful	1380	48.9
Somewhat helpful	1055	37.4
Of little help	269	9.5
No help at all	119	4.2

[a] Based on 2823 respondents.

Respondents who had participated in pre-service training were also very positive in their feelings about it. Of those answering the question, 91.3% felt that this work was "very" or "somewhat helpful" in preparing them to work with adults.

Table 176

Helpfulness of Pre-Service Training (Other Than Credit Courses) for Working in Adult Continuing Education: Teachers

	N	%[a]
Very helpful	1650	59.9
Somewhat helpful	864	31.4
Of little help	157	5.7
No help at all	84	3.0

[a] Based on 2755 respondents.

Similar positive feelings were stated by those who had had some in-service training since they began teaching adults. As can be seen in Table 177, 90.2% of those answering the question feel that the in-service training they had received was at least somewhat helpful in their work with adults.

Table 177

Helpfulness of In-Service Training While Working in Adult Continuing Education: Teachers

	N	%[a]
Very helpful	1429	53.9
Somewhat helpful	961	36.3
Of little help	177	6.7
No help at all	82	3.1

[a] Based on 2649 respondents.

Although most continuing education faculty had not had any specific preparation for their work with adults, almost all of those who did have such training found it helpful in their work.

Preferences for Staff Development Activities

The surveyed faculty were asked to indicate the degree of their interest in a number of possible topics for staff development activities (see Table 178). Only three topics were selected by a majority of respondents who expressed "high interest" in them: Motivating adult students (58.9%), Selecting appropriate curriculum materials (54.2%) and Adapting curriculum content to adults (52.4%). Other topics of relatively high interest were: Working with adults of diverse backgrounds and abilities (49.0%), Individualized instruction (47.3%) and Developing new courses/programs (44.7%). More than half of the respondents expressed either high or moderate interest in all of the topics.

One-third or more of the respondents expressed little or no interest in

Table 178

Teachers' Interest in Attending a Staff Development Activity on Specific Topics

	High Interest		Moderate Interest		Little Interest		No Interest		Total Response
Understanding Adult Students	N	%[a]	N	%[a]	N	%[a]	N	%[a]	N
Dropout prevention	2534	37.5	2262	33.4	1097	16.2	870	12.9	6763
Advising and counseling	2575	38.2	2363	35.0	1020	15.1	786	11.7	6744
Motivating adult students	3987	58.9	1802	26.6	531	7.8	451	6.7	6771
The difference between adult & child learning	1870	27.8	2355	35.1	1423	21.2	1067	15.9	6715
Working with adults of diverse backgrounds and abilities	3341	49.0	2245	32.9	738	10.8	498	7.3	6822
Research methods on adult learning	2071	30.7	2307	34.2	1406	20.8	970	14.4	6754
Program/Curriculum Development									
Selecting appropriate curriculum materials	3677	34.6	1975	29.1	615	9.1	520	7.7	6787
Adapting curriculum content to adults	3013	44.7	2020	29.9	655	9.7	541	8.0	6758
Pacing curriculum	2633	39.1	2536	37.9	1138	17.0	633	9.5	6689
Identifying community resources to supplement curriculum content	2317	54.2	2484	37.1	1194	17.8	706	10.5	6701
Developing new courses/programs	3542	52.4	2212	32.8	890	13.2	623	9.2	6738
Evaluating student learning	2382	35.6	2526	37.5	983	14.6	592	8.8	6734
Involving adult students in curriculum development, modification and evaluation	1951	29.0	2534	37.7	1372	20.4	869	12.9	6726
Managing Instruction									
Individualized instruction	3216	47.3	2236	32.9	785	11.5	567	8.3	6804
Planning for the opening class session	2347	34.7	2347	34.7	1187	17.6	878	13.0	6759

[a] Based on numbers responding.

the following topics: The difference between adult and child learning (37.1%), Research methods on adult learning (35.2%) and Involving adult students in curriculum development, modification and evaluation.

Respondents were also asked where they would prefer to attend staff development activities. Table 179 shows that most faculty would like to stay in their own communities for such activities. The greatest interest was expressed in activities "in your own institution", with a large majority (87.1%) of the respondents showing either high or moderate interest. There was also considerable interest expressed in "another facility in your community", with nearly three-fourths (70.5%) of the respondents expressing moderate or high interest in this choice. This preference for activities in a local setting may be related to the fact that over two-fifths of the responding faculty were employed only three hours or less per week in continuing education.

Regional, state or national settings were favored much less, with the least interest being shown in sites which would be the greatest distances from respondents. For example, little or no interest in "a national setting" was expressed by a total of 70.5% of the respondents.

Responding faculty showed a somewhat greater preference for participating in staff development activities with others who teach in the same subject area than for meeting with a group of teachers of many subjects or with a mixed group of faculty and administrators (see Table 180). A high interest in the first option was expressed by almost two-thirds (65.8%) of the respondents, with an additional 23.2% showing moderate interest (a total of 89.0% interested). About three-fourths of the respondents expressed moderate or high interest in both of the other options, with a somewhat higher interest level expressed for a mixed faculty-administrator group (40.4%) than for a mixed group of teachers (25.2%).

Table 179

Teachers' Interest in Various Geographic Locations for Staff Development Activities

	High Interest N	High Interest %[a]	Moderate Interest N	Moderate Interest %[a]	Little Interest N	Little Interest %[a]	No Interest N	No Interest %[a]	Total Response N
In your own institution	4057	60.6	1770	26.5	468	7.0	396	5.9	6691
In another facility in your community	1580	23.9	3077	46.6	1108	16.8	840	12.7	6605
In a regional setting	1087	16.5	2421	36.8	1829	27.8	1246	18.9	6583
In a state setting	678	10.3	1738	26.4	1982	30.1	2185	33.2	6583
In a national setting	606	9.2	1332	20.3	1747	26.6	2887	43.9	6572

[a] Based on numbers responding.

Table 180

Teachers' Interest in Participationg in Various Groups for Staff Development

	High Interest N	High Interest %[a]	Moderate Interest N	Moderate Interest %[a]	Little Interest N	Little Interest %[a]	No Interest N	No Interest %[a]	Total Response N
A mixed group of teachers and administrators	2706	40.4	2413	36.0	932	13.9	645	9.8	6705
A group of teachers only	1673	25.2	3274	48.9	1051	15.8	665	10.0	6635
A group of teachers who teach in your subject area	4418	65.8	1562	23.2	394	5.9	345	5.1	6719

[a] Based on number responding.

In response to a question regarding desired format for staff development activities (see Table 181), teachers showed a slightly higher preference for one- or two-day workshops and/or credit courses than for other training formats. However, approximately two-thirds of the respondents (64.4 - 66.7%) expressed a moderate or high interest in all of the formats, with a slightly higher percentage (72.4%) preferring the workshops.

The willingness of responding teachers to participate in staff development activities was apparently influenced by offering of academic credit and/or the costs (i.e., tuition or fees) related to such activities. As noted in Table 182, 85.3% of the respondents would be willing to devote at least one hour per week to staff development activities if credit were offered and if there were no cost to the participant. Less than one-third (29.6%) would devote this much time per week if no credit were offered and if there were some cost involved.

The potential costs of staff development activities seem to be a greater barrier to participation than the lack of academic credit. More than half of the respondents (53.9%) would not participate if they had to pay tuition and/or fees, even if credit were offered. On the other hand, three-fourths of the respondents (74.9%) would devote at least one hour per week to these activities even if no credit were offered, as long as they did not have to pay any tuition or fees.

Table 181

Teachers' Interest in Various Formats for Staff Development Activities

	High Interest		Moderate Interest		Little Interest		No Interest		Total Response
	N	%[a]	N	%[a]	N	%[a]	N	%[a]	N
Staff meetings	1565	23.5	2750	41.3	1503	22.6	847	12.7	6665
Trained by outside consultants	1835	27.7	2532	38.2	1373	20.7	889	13.4	6629
1 or 2 day workshops	2556	38.4	2263	34.0	1029	16.8	806	12.1	6654
Credit courses	2407	36.3	2019	30.4	1113	16.8	1097	16.5	6636
Conferences	1632	24.6	2641	39.8	1389	20.9	969	14.6	6631

[a] Based on number responding.

Table 182

Number of Hours Per Week Teachers Would Devote to Staff Development Activities Under Varying Conditions of Credit and Cost

	Credit Given; Cost Paid		No Credit Cost Paid		Credit Given; Pay Own Cost		No Credit Pay Own Cost	
Hours Per Week	N	%[a]	N	%[a]	N	%[a]	N	%[a]
Wouldn't participate	965	14.7	1645	25.1	3537	53.9	4615	70.3
1 - 2 hours	1323	20.2	1674	25.6	1066	16.2	882	13.4
3	1957	29.9	1703	26.0	1105	16.8	629	9.6
4 - 6	1731	26.4	1165	17.8	658	10.0	336	5.1
7 or more	572	8.7	360	5.5	200	3.0	101	1.5
Responding	6548		6547		6566		6563	

[a] Based on number responding.

Summary

Two-thirds of the responding faculty were employed in continuing education programs in public schools; the remainder worked either at BOCES facilities or two-year colleges.

Most of the respondents devoted only a small amount of their professional time to continuing education. Nine-tenths of the group had only a part-time position in continuing education programs, and about two-fifths worked only three hours a week or less in this capacity.

Many of the teachers have had little experience in continuing education; one-fifth were in their first year of teaching in continuing education, and more than one-fourth were in their first year in their current position.

There was a wide range in levels of formal education of responding faculty. Although over one-fourth of the sample had less than a bachelor's degree, almost one-half have a master's degree or more.

Three-fourths of the continuing education faculty had not had any college courses in adult continuing education. Over one-half had not participated in pre-service training and an equal proportion had not had in-service training while working with adults. Of those who did participate in these activities, approximately nine-tenths considered them either as very helpful or somewhat helpful to them in their work with adults.

More than half of the respondents expressed either high or moderate interest in each of the specific staff development topics listed.

A majority of the faculty showed high interest in staying in their own institutions for staff development activities. As location for such activities moved further from one's own institution, the level of interest diminished, with only 10% having high interest in a state or national setting.

Faculty expressed the greatest preference for participating in staff development activities with others who teach in the same subject area. More than four-fifths of the sample would be willing to devote at least one hour a week to staff development activities if credit were given and tuition fees paid.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The Problem in Perspective

According to the 1970 census, New York State had approximately 4.9 million adults aged 25 and older with less than a high school education. Of these adults, 2.9 million (59.1%) had eight years or fewer of formal education. These individuals as well as others served by the Division of Continuing Education make up 47% of the state's total population and are classified as educationally disadvantaged. These data emphasize the fact that nearly half of all adults in New York State have need of the basic educational and occupational skills which will enable them to cope with the demands of contemporary society.

In addition to the educationally disadvantaged, there are other adults who seek training or retraining in occupational skills and/or avocational activities for personal satisfaction. The New York State Office of Planning Services[5] estimates that by 1980, there will be nearly 10.1 million persons in the state between the ages of 19 and 60. As their numbers increase, their educational needs and their demand for services will also increase.

Concern for the educational needs of adults has frequently been voiced within the state. In a position paper[6] on continuing education (1969), the New York State Board of Regents reiterated the goal which had been stated by Commissioner Allen in 1961: "To provide adequate opportunities for continuing education for adults in all phases of their lives, work, family, public and cultural"; by so doing the Regents reaffirmed the need for effective continuing education services.

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[5] U. S. Population Projections, Year 2000. Office of Planning Services.

[6] Continuing Education: A Statement of Policy and Recommendations by the Regents of the University of the State of New York. Position paper no.4, May 1969.

This need still exists. Our society demands not only an educated citizenry but a trained work force, and many adults are looking for ways to meet these demands as well as to improve the quality of their lives through the pursuit of avocational interests.

The problems of meeting adult educational needs must be placed in context and recommendations should be predicated upon a set of basic assumptions and a knowledge of existing conditions.

The underlying assumptions are:

1. For many adults the goal of improvement in their standard of living creates added pressure to acquire certain of life's benefits.
2. Changes in economic and/or social conditions make it necessary for many adults to acquire new skills or to update or change present skills and knowledge.
3. Society has designated education as an appropriate vehicle for meeting the needs of adults for new and improved skills or opportunities for growth and personal development.

The existing conditions are:

1. Learning opportunities for adults already exist and many adults take advantage of them.

   During the 1975-76 school year, 918,725 adults participated in a variety of activities offered through New York public school continuing education programs.[7] These numbers represent an increase of 200,000 adult participants since 1970.

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[7] Continuing Education Annual Report Ending June 1976. University of the State of New York, The State Education Department, Bureau of General Continuing Education, Albany.

2. Public school continuing education programs in New York State are currently administered by program managers, two-thirds of whom devote only part-time to these responsibilities.

3. While many adults in the state participate in continuing education activities, many others do not.

   Non-participants are found in disproportionate numbers among the educationally disadvantaged. In order to participate, these adults must overcome financial and personal barriers which currently limit their participation in these activities. Research studies indicate that the higher the level of education, the greater chances are that personal income will be higher, more resources will be available to overcome barriers to participation and familiarity with the structure and use of educational systems will increase. Those adults who have achieved this level seek additional educational resources as needed. As a consequence, middle income adults, already relatively well educated, show the highest participation rates in continuing education activities. Those adults who are less well educated and less familiar with educational systems, and who have less resources at their command, reflect far lower rates of participation. When the disadvantaged adults do participate, they are generally found in classes geared to upgrading basic skills rather than pursuing avocational interests. The lower rates of participation and the narrow range of choices characteristic of disadvantaged adults may not be a true reflection of their desire to be participants in continuing education activities.

4. The state's bleak economic picture over the past several years has resulted in large numbers of unemployed persons seeking productive work.

   In New York State, the Department of Labor reported an unemployment figure of 8.7% for December 1976, with the figures for some standard metropolitan areas ranging as high as 10 %. Shifts in demand for certain occupational skills create corresponding pressures on the work force to keep abreast of changes and to maintain and improve existing levels of employment.

5. Demographic shifts in the composition of the state's population also have consequences for continuing education.

   Increasingly, older persons make up a greater share of the population; persons aged 65 and older currently comprise 11% of the state's population. Large numbers of persons approaching retirement age have indicated that they are seeking ways of spending the years following termination of employment in productive and rewarding pursuits.

6. The number of families with incomes below the poverty level is increasing.

   Between 1970 and 1974 (at a time when the national average declined by 2.3%), the number of such families in the state increased by 6.6%.

Implications for Meeting Adult Needs

Because society has set up a system which rewards learning, most adults want to learn. This attitude is reflected in the findings of the adult continuing education needs assessment. Through their responses, adults of all ages, educational backgrounds, income levels or other characteristics indicated their desire to learn about some topics of personal interest. Approximately 95% of the adults surveyed cited one or more topics of interest.

Since adulthood encompasses two-thirds or more of the average life span, the adult population consists of individuals with diverse characteristics, with differing perceptions of why and what they want to learn, as well as with different learing styles and basic abilities. Although these individuals may share similar learning needs with others of like sex, age, educational background or other common characterisitics, the challenge to the educational system lies in the development of learning activities which are not only personally satisfying but which also further a democratic way of life.

Meeting the specific learning needs of a particular adult in a community is a difficult task. Assuming that a desired learning activity is available, whether or not an adult can participate in the activity may depend upon a host of other factors such as when and where the course is offered, cost, motivation, home and family responsibilities as well as other barriers. In New York State, adult education needs were determined through a compilation of responses of more than 20,000 adults who were interviewed in their local communities. A summary of their responses suggests the following:

1. Most adults are interested in learning. One or more subjects of personal interest were identified by 95% of the respondents. Only 5% failed to identify an interest. Half of the respondents chose five or more topics of interest.
2. The choices of adults reflect a wide variety of learning interests.

3. The choices and reasons given for the selection of a first-choice learning interest differed according to the adult's life situation or special characteristics as a potential learner. These differences must be considered in devising any system designed to meet educational needs of adults.

   a) A majority of adults with incomes of $7000 or less per year indicated that their primary interest was job-related.

   b) Adults who lacked a high school diploma ranked achieving high school equivalency highest. For those adults with eight years or fewer of formal education, the achievement of high school equivalency was coupled with the acquisition of basic education skills.

   c) Most (75%) of the adults who chose high school equivalency as their primary learning interest indicated that their motive for study was job-related.

   d) Members of minority groups tended to have common learning interests which cut across various ethnic or racial group memberships. These interests reflected the respondent's previous education, family income level, status of employment and place of residence.

   e) English as a Second Language was ranked highly as a learning interest by Hispanic and Oriental respondents. Their high level of interest in foreign languages may also be interpreted to include English.

f) Adult learning interests are differentiated according to age level. Respondents under age 25 had the greatest desire for credit, diplomas or other forms of credentials. Older, retired adults indicated a greater interest in learning for personal development or for avocational reasons.

g) Men and women expressed differences in learning interests. However, over half of the women interviewed cited job-related reasons for their learning choices.

4. A majority of adults preferred a series of courses or programs of study in their primary learning interest area. This preference was particularly noted in reference to topics which are often associated with certification, licensing or completion of degree requirements.

5. For a variety of reasons, many adults do not participate in organized continuing education activities. Some adults prefer to pursue their interests through informal or independent learning experiences. Others, because of an assortment of personal or institutional barriers, may be prevented from participating in organized learning activities. The results of the statewide needs assessment which address the problems of access and barriers to educational opportunities indicated that:

a) Participation in continuing education activities is related to the respondent's educational background.

b) Almost one-half of all adults surveyed felt that they do not have enough information about continuing education opportunities in their local communities. Among lower income rural adults, as well as adults in large metropolitan areas, the number reporting lack of information was even higher than the rest of the sample.

c) Adults feel that counseling services would be helpful. Adults with less than a high school diploma, those with low incomes and younger persons appeared most likely to use counseling services for assistance with job-related programs or for financing their studies.

d) Middle income adults showed a preference for learning in traditional educational settings. Adults with less than a high school diploma showed a greater tendency than adults with more formal education to favor learning at home, individual instruction and use of community settings as learning sites.

6. Over half the middle income adults cited one or more of the following barriers to continuing education participation: inconvenient scheduling of courses, classes located too far away, no courses offered in their area of interest, or classes filled before the individual could register. Lower income adults cited other types of barriers which were primarily financial in nature.

7. Although some state and federal funds are available to provide programming for special groups, the present continuing education system in New York State is largely sef-supporting. Cost of tuition is one of the most highly ranked barriers to participation for all adult groups. For lower income adults, it was the top-ranked barrier.

8. Nearly two-thirds of continuing education administrators and 90% of the teachers surveyed, who provide the local leadership for this system, are employed part-time. This results in a fragmented system characterized by learning opportunities which vary widely from area to area and institution to institution.

Plan of Action for Meeting Adult Educational Needs

During the past two years, the Division of Continuing Education of the New York State Education Department has collected and analyzed a substantial amount of information concerning the educational needs of adults. In order to resolve the problems identified throughout all phases of this project, the following three-year plan of action is proposed:

1. Identify all positive significant components of the various continuing education delivery systems, (e.g., special instructional techniques geared exclusively to adult learners or curriculum modules designed for a variety of learning environments) and develop a viable administrative model for the coordination of these components to assist in the planning and conducting of adult continuing education programs.

2. Design a comprehensive management information system to provide data for rational decisions and to suggest appropriate modifications of the administrative model. This system would undertake tasks such as clarification of standardized reporting forms, guidelines for uniform procedures and periodic feedback to all delivery systems in the continuing education field.

3. Test the model on a limited basis and evaluate its merit.

4. Develop a position paper on the financing of continuing education programs, identifying all fiscal resources presently available to support educational services for adults. Because of the additional expenses incurred in treating the

needs of special sub-groups of the population, it is anticipated this position paper will describe areas where financing is inadequate for current needs, and will include specific recommendations for legislative consideration.

5. Devise a strategy for upgrading all personnel who seek to work with adults. This strategy will be characterized by pre-service and in-service training, programs which lead to desired credentials and innovative staff development activities. To further assist in training people to work with adults, colleges and universities will be encouraged to develop undergraduate and graduate courses in this area.

6. Construct and implement a plan for more adequate information, referral and counseling services for the adult learner.

7. Establish a Task Force (15 members) with broad geographic representation with responsibility for advising the Division on all aspects of the above plan. As was demonstrated throughout the current project, the participation and contributions of field staff was necessary and their continued support is essential.

The foregoing plan outlines specific activities which the Division of Continuing Education will undertake. Implicit in these activities are the many needs and concerns identified by continuing education practitioners. Special attention will be directed toward such needs as:

.differing financial system, vouchering and/or graduated fees for continuing education activities;

.the use of CEUs (continuing education units) as a standard measure of participation;

.morning and afternoon classes especially for retired, aged and unemployed groups;

.utilization of presently vacant school buildings as possible Adult Learning Centers;

.elimination of cost barriers to participation especially among low income and unemployed population groups;

.more concentrated efforts to design learning experiences premised on adult needs, different from the traditional K-12 models currently in use;

.more and varied learning options to adult learners, i.e., video/audio cassettes and programmed learning modules.

APPENDICES

APPENDIX A

CONTINUING EDUCATION NEEDS ASSESSMENT PROJECT

NEW YORK STATE EDUCATION DEPARTMENT
DIVISION OF CONTINUING EDUCATION
ALBANY, NEW YORK 12234

In Cooperation With

Institute for Research and Development
in Occupational Education
Department of Education
New York State College of
Agriculture and Life Sciences
Cornell University, Ithaca, New York

Instructions to interviewers:

In top left hand box mark the appropriate numbers for the District in the DIST lines and your interviewer identification in the IT lines. These numbers will be given to you by the Project Manager in your district. The line marked A refers to the area where you will be interviewing. Mark the box that most closely describes the area where the respondent lives.

Area

1. City or urban area
2. Suburb
3. Town or village
4. Farm or other rural area

Be sure you have your identification card with you.

If a person says he or she has already been interviewed, thank him or her and go on to the next person.

Read all regular print to the respondent. Read words in parentheses ( ) if they help explain the meaning. Do not read any directions in italics (the slanted words).

Mark on the answer sheet in pencil.

Use a separate answer sheet for each respondent. Mark on it in pencil with a heavy mark over the letter. Erase mistakes. Do not make any extra lines, drawings or writing. Do not fold the answer sheets, because they will be machine scored. The numbers on the answer sheet are the same as the numbers on the questions. On the answer sheet there are extra letters for some questions. Do not mark the extra letters.

If during the interview a respondent doesn't understand a question, read it again. If the respondent still doesn't understand the question, mark "don't know" or "no answer" letter and go on to the next question. Don't try to interpret the meaning of a question.

Hello, my name is ________________. I am helping with a community survey conducted by the New York State Education Department and the schools in this area. *Show your ID card and then continue.* We hope to find out more about people's educational needs and interests. The answers of people like yourself will assist us in planning future programs for adults. Everything will be kept strictly confidential. We are not asking for the name of any person we interview. *If you think the person may be less than 16 or may be a full-time student, add:* If you are at least 16 years of age and are not now a full-time student in school or college, I would greatly appreciate a little of your time.

Note to interviewer: If person is less than 16 or is attending school full-time, do not interview. Ask if there is someone else in the household who could answer the questions.

First I'd like to know:

1. How many years have you lived in this community? Choose the answer that applies to you.

   a. Less than 1 year *Mark only one answer*
   b. Between 1 and 5 years
   c. More than 5 years
   z. *No answer*

2. Are you:

   a. Single *Mark only one answer*
   b. Married
   c. Separated, divorced or widowed
   z. *No answer*

3. What is the highest grade in school you have completed? Let me read the list, then choose one.

Mark only one answer

- a. No formal education, self educated
- b. 8 years of school or less
- c. Some High School (9th through 11th grades or part of 12th grade)
- d. High School Diploma or High School Equivalency Diploma
- e. Business or Trade School
- f. Some College (includes 2-year college diploma, 1 to 3 years of college, or part of the 4th year
- g. College degree or more
- z. *No answer*

4. Since leaving school, have you received instruction in any subject or skill? Here are some examples of what we mean: Adult or continuing education classes, college courses, correspondence courses, on-the-job training, private lessons, TV courses, mini-courses, classes in a church or club.

- a. Yes - *Go to Question 5*
- b. No - *Go to Question 10*
- z. *No answer*

5. When was the last organized course or program you took? Choose the answer that applies to you.

- a. Taking it now or within the past year
- b. 1 to 5 years ago
- c. 10 years ago
- d. More than 10 years ago
- z. *No answer*

Mark only one answer

6. Where did you go for this last course or activity? Let me read the list and then choose one.

Mark only one answer

a. Place of employment - *Go to Question 8*
b. At home - *Go to Question 8*
c. A community building such as a library, church or community center - *Go to Question 8*
d. An educational building such as a school, or college, or adult education center - *Go to Question 7*
e. *Other*
z. *No answer*

7. In what kind of school building was the class held? Choose one.

Mark only one answer

a. Elementary, junior high, or high school building
b. BOCES building (area occupational center)
c. Vocational or business school building
d. Adult education center
e. Two-year college building (Community or Ag & Tech)
f. Four-year college or university building
g. *Other*
z. *No answer*

8. Did you take this course to help you get a new job or to advance in your work?

a. Yes - *Go to Question 10*
b. No - *Go to Question 9*
z. *No answer*

9. Which one of the following six reasons was the most important for taking the course? Let me read the list and then choose one.

Mark only one answer

a. Personal enjoyment
b. Learn skills useful for daily life or saving money
c. Meet people or be with friends
d. Learn for sake of learning, become better informed
e. Help people
f. Enrich family life
g. *Other*
z. *No answer*

10. Whether or not a person has received any formal instruction, people have many different interests. We would like to find out what sorts of things adults in the area want to know more about or do better. Here is a list of many interests. *Give respondent HANDCARD #1 (He keeps it until Question 11 is answered).* If you had your choice and if you didn't have to worry about cost or other responsibilities, which subjects or skills interest you enough to want to learn more about them? You may choose more than one. Tell me the numbers of the subjects you choose. *Mark each interest selected on answer sheet. IF RESPONDENT REPLIES "NO INTEREST". MARK '43' FOR QUESTIONS 10 AND 11, COMPLETE QUESTION 12, AND SKIP TO QUESTION 43 (p. 16).*

11. Which one are you most interested in? *Interviewer mark first choice in column for Question 11. If respondent can't select a first choice, mark 44: no first choice.*

Mark only one answer

y. *Other (if the choice was "other")*
z. *No answer*

12. *INTERVIEWER COMPLETE - BUT DO NOT READ*

SEX *Mark only one answer*

a. *Male*
b. *Female*
z. *No answer*

SUBJECTS OF INTEREST

(Used in Questions 10 & 11)

1. High School equivalency preparation (G.E.D.)
2. Citizenship, English as a second language
3. Basic Education such as reading, writing and arithmetic skills

4. Home Repairs
5. Building Trades such as plumbing, electrical work, masonry and carpentry
6. Industrial Trades and Technical Skills such as welding, tool and die making, graphic arts, auto mechanics, TV repair, drafting
7. Protective Services such as fire, police, security guard
8. Service Occupations such as hairdressing, chef training
9. Business Skills such as typing, accounting,bookkeeping
10. Computer Science such as data processing, programming
11. Investment such as money management, insurance, savings plans
12. Management Skills such as business, administration, hotel management
13. Sales and Advertising such as real estate, public relations

14. Travel such as planning trips to other counrtries, travel agent
15. Arts and Crafts such as painting, photography, weaving, pottery and woodworking
16. Performing Arts such as music, drama, dance
17. Health and Safety such as first-aid, baby care, water safety
18. Occult Sciences such as astrology, ESP, magic
19. Driving, Flight Training: car, truck, heavy equipment, plane
20. Gardening such as growing vegetables, flowers
21. Home Decorating such as interior design, flower arranging

22. Sewing including design and fashion
23. Cooking including food preservation and nutrition.

24. Parent Education: family relationships, family planning, child development
25. Planning for your retirement
26. Consumer Education such as buying, credit

27. Architecture
28. Engineering: civil, electrical, mechanical
29. Education: teacher training, administration, curriculum planning, guidance
30. Law including law for everyday living, legal rights
31. Nursing
32. Agriculture: farming, such as dairy, orchard, poultry, crops, animal science

33. Religion
34. History, Government, Current Events
35. Languages such as French, German, Spanish, Chinese
36. Science and Math: biology, chemistry, algebra, geology, etc.
37. Psychology: psychology for everyday living, counseling, human behavior
38. Social Sciences: sociology, social work, archeology, anthropology
39. Humanities such as philosophy, great books, art and music appreciation
40. Nature Study: ecology, conservation, ornithology
41. Physical Fitness: exercises, self-defense, body-movement
42. Sports and Games such as golf, bridge, swimming, boating

43. *No interest*
y. *Other*
z. *No answer*

If respondent could not select a first choice interest in Question 11, tell him to choose any one of his interests and answer the following questions with that interest in mind.

13. Is your main reason for wanting to learn this subject related to present or future employment?

    a. Yes - *Go to Question 14*
    b. No - *Go to Question 15*
    z. *No answer*

14. How does this subject relate to your work? Which one best applies?

    Mark only one answer

    a. Meet requirements of employer or profession
    b. Learn skills to advance in work
    c. Learn skills to get a new job
    z. *No answer*

    GO TO QUESTION 16

15. Which one of the following is your main reason for wanting to learn this subject?

    Mark only one answer

    a. Personal enjoyment
    b. Learn skills useful for daily life or saving money
    c. Meet people or be with friends
    d. Learn for sake of learning, become better informed
    e. Help people
    f. Enrich family life
    g. *Other*
    z. *No answer*

16. Do you want a series of courses or program of study, or are you interested in taking only one course in this subject?

    Mark only one answer

    a. Series of courses/program of study
    b. Single course
    c. *Other*
    z. *No answer*

17. Where would you want to learn the subject or skill you are interested in? Choose one of these.

    a. Place of your employment - *Go to Question 19*
    b. At home - *Go to Question 19*
    c. A community building, such as a library, church or community center - *Go to Question 19*
    d. An educational building such as a school, college or adult education center - *Go to Question 18*
    e. *Makes no difference - Go to Question 20*
    z. *No answer*

18. What kind of school building would you pick? Choose one.

    a. Elementary, junior high or high school building
    b. Vocational or business school building (any school that prepares for an occupation - like nursing, mechanics, hairdressing, etc.)
    c. BOCES building (area occupational center)
    d. Adult education center
    e. Two-year college building (Community, Ag & Tech)
    f. Four-year college or university building
    g. *Other*
    z. *No answer*

19. Why is this place your first choice? Let me read the list, then choose one.

    Mark only one answer

    a. Location is convenient (easy to get there)
    b. Doesn't cost too much money
    c. Familiar with the place or people
    d. Known for its good courses or teachers
    e. They have the best facilities, tools and equipment
    f. Free to set your own speed and time of learning
    g. *None of these*
    z. *No answer*

IF ANSWER TO QUESTION 17 IS "AT HOME", MARK "f" FOR QUESTION 20 AND GO TO QUESTION 21.

20. How would you get there?

Mark only one answer

a. Car (truck, motorcycle)
b. Bus or train
c. Bicycle
d. Walk
e. *Other*
f. *Not applicable (for those whose preference is "at home")*
z. *No answer*

21. Would you prefer to learn about your main interest:

Mark only one answer

a. Together with a group of people
b. With one person who would teach or help you
c. Completely on your own
z. *No answer*

22. Which one of these methods would you most prefer to learn by?

Mark only one answer

a. Lecture and demonstrations
b. Learning by doing
c. Questions and discussions
d. Correspondence or home study
e. On-the-job training
f. TV, records, tapes
g. Reading
z. *No answer*

23. Here are some reasons that keep people from taking courses. Are any of these keeping you from taking courses in the subject you are interested in? Answer Yes or No to each. *Mark "Yes" answers only.*

a. Classes you want aren't scheduled when you can attend
b. Classes given in an area that is dangerous or hard to get to
c. Classes are too far away or you have no way to get there
d. Classes are not given in your subject of interest
e. Cost of tuition
f. Cost of books, materials or equipment
g. Cost of new clothes or uniforms
h. Need for baby-sitter or other child care
i. Cost of travel to classes
j. Amount of time required to complete program
k. Job responsibilities
l. Home and family responsibilities; other activities or responsibilities
m. Feel you are too old
n. Nobody you know goes to classes
o. Afraid you won't do well
p. Not enough information on classes available
q. Class assignments or homework would take too much time
r. Would take time away from earning money
s. No one to help you get started
t. Class filled before you could register
u. Physical disability or poor health
z. *No answer*

24. Which one of these is the most important reason keeping you from taking a course? *If respondent can't select, mark "y".*

Mark only one answer

The following questions will tell us what scheduling would be most convenient for you, if all the difficulties could be overcome and you could learn the subject you are interested in.

25. How long would you want a course to continue? Choose one.

Mark only one answer

a. 1 or 2 sessions
b. 1 to 4 months
c. More than 4 months
d. *Don't know*
z. *No answer*

26. During what seasons of the year could you take a course? Answer Yes or No to each. *Mark "Yes" answers only.*

a. Summer
b. Fall
c. Winter
d. Spring
e. *Don't know*
z. *No answer*

27. What time of the day is convenient for you for taking a course? Answer Yes or No to each.

Mark "Yes" answers only

a. Mornings
b. Afternoons
c. Evenings
z. *No answer*

28. What days of the week are most convenient? Answer Yes or No to each.

Mark "Yes" answers only

a. Monday
b. Tuesday
c. Wednesday
d. Thursday
e. Friday
f. Saturday
g. Sunday
z. *No answer*

29. How often should each class meet? Choose one.

Mark only one answer

a. Only once or twice
b. Once or twice a month
c. Once a week
d. Two to four times a week
e. Daily
f. *Makes no difference*
z. *No answer*

30. How long should each session last? Choose one.

Mark only one answer

a. 1 hour
b. 1 1/2 hours
c. 2 to 4 hours
d. All day
e. *Don't know*
z. *No answer*

31. Is it important that you get credit or some other form of recognition, like a certificate of attendance or completion, for taking a course? Choose one.

Mark only one answer

a. Credit
b. Some form of recognition
c. Neither
z. *No answer*

32. Is it important that you take a college level course?

Mark only one answer

a. Yes
b. No
z. *No answer*

33. Would you be studying to get a license, diploma or degree?

a. Yes - *Go to Question 34*
b. No - *Go to Question 35*
z. *No answer*

34. Which of these do you want? Choose one.
(Instruction: If more than one, check most important).

Mark only one answer

- a. High School Diploma
- b. License
- c. Other certificate or diploma
- d. 2-Year college degree
- e. 4-Year college or graduate degree
- f. *Other*
- z. *No answer*

35. How much would you be willing to pay for taking this course? Let me read the list, then choose one.

Mark only one answer

- a. More than $100
- b. Between $50 and $100
- c. Between $25 and $50
- d. Between $10 and $25
- e. Between $1 and $10
- f. Should be free of charge
- z. *No answer*

36. What is the greatest distance you would travel one way to get to a class? Let me read the list, then choose one.

Mark only one answer

- a. 41 miles or more
- b. 21 to 40 miles
- c. 11 to 20 miles
- d. 6 to 10 miles
- e. 1 to 5 miles
- f. Less than 1 mile
- g. None
- z. *No answer*

37. What is the greatest amount of time you would spend to get to a class (one way)? Choose one.

Mark only one answer

a. 2 hours or more
b. 1 to 2 hours
c. 1/2 to 1 hour
d. 15 minutes to 1/2 hour
e. Less than 15 minutes
f. No time
z. *No answer*

38. Do you feel you have enough information about local continuing education courses in the subjects you are interested in?

Mark only one answer

a. Yes
b. No
c. No opinion
z. *No answer*

39. Which one of these 6 ways would best help you know what is available in adult education? Let me read the list, then choose one.

Mark only one answer

a. Newspapers
b. Bulletins, catalogues or posters
c. Radio or TV
d. Mailed notices or any notices received at home
e. An information center
f. At place of work
g. *None of these*
z. *No answer*

40. Some communities have counselors available to advise about continuing education courses and services and how to get started. How helpful would such a service be to you?

Mark only one answer

a. Very helpful
b. Somewhat helpful
c. Not very helpful
d. Not at all helpful
z. *No answer*

41. How likely would you be to consult an adult education counselor for information and help to find financial assistance for taking courses?

Mark only one answer

a. Very likely
b. Somewhat likely
c. Not likely
d. Would not consult
z. *No answer*

42. How likely would you be to consult an adult education counselor for advice about courses related to your work?

Mark only one answer

a. Very likely
b. Somewhat likely
c. Not likely
d. Would not consult
z. *No answer*

43. Do you have any children living at home?

Mark only one answer

a. Yes - *Go to Question 44*
b. No - *Go to Question 46*
z. *No answer*

44. How many children under 6 years?

Mark only one answer

a. None
b. One or two
c. Three or more
z. *No answer*

45. How many children between 6 and 18 years?

Mark only one answer

a. None
b. One or two
c. Three or four
d. Five or more
z. *No answer*

46. Are you employed at the present time? (Answer Yes if you work full-time or part-time or are self-employed full or part-time).

Mark only one answer

a. Yes - *Go to Question 47*
b. No - *Go to Question 48*
z. *No answer*

47. How many hours per week do you work? If you have more than one job, include total number of hours for all employment.

(Interviewer: Don't read list. Mark letter that describes respondent's answer).

Mark only one answer

a. More than 50 hours per week
b. 41 to 50 hours
c. 31 to 40 hours
d. 21 to 30 hours
e. 20 hours or less
z. *No answer*

48. Do any of these apply to you? Answer Yes or No to each. *Mark each "Yes" on answer sheet.*

a. Retired
b. Homemaker or housewife
c. Veteran
d. Looking for work or on layoff
e. Disabled
z. *No answer, none of these. Mark "Z" if respondent answers "No" to "a" through "e".*

Introduction explaining that: A good survey tries to make sure it gets information from a wide variety of people. Your answers to these questions will help us make sure that we haven't omitted the responses and opinions of any particular group in a community. No names or addresses are being used.

49. Tell me the letter that describes what your annual combined family income is for 1975. Please look at this card. *(Give Handcard #2 to respondent).*

    a. Less than $2,000
    b. $2,000 to $5,000
    c. $5,000 to $7,000
    d. $7,000 to $10,000
    e. $10,000 to $15,000
    f. $15,000 to $20,000
    g. $20,000 to $25,000
    h. $25,000 to $30,000
    i. $30,000 to $35,000
    j. $35,000 or over
    z. *No answer*

50. Tell me the letter that describes your age.
    a. Under 25
    b. Between 25 and 34
    c. Between 35 and 44
    d. Between 45 and 54
    e. 55 or more
    z. *No answer*

51. Tell me the letter of the group with which you identify yourself.

    a. Hispanic- Latin American, Puerto Rican
    b. Black
    c. White
    d. Oriental (Asian or Pacific Islander)
    e. Native American-American Indian
    f. Other
    z. *No answer*

Thank you. I sincerely appreciate your cooperation, and I know your answers will be of much help as we get a better picture of what people in the area want. It's been good talking with you.

INTERVIEWER SUMMARY SHEET

(To be completed by Interviewer)

Name of Interviewer ____________ (DIST)District Number ______ (IT)Interviewer Number ______

Address ____________ City ____________

Zip Code ____________ Phone Number ____________

In the space below, please record the number of males and females who refused or were unable to be interviewed (if any). Check here ☐ if all the people whom you asked were interviewed.

______Number of Males

______Number of Females

In the following spaces, record any special notes which you think might be necessary or helpful in interpreting the results of the interviews. For example, "respondent had to leave for work after Question 24" or "respondent has poor eyesight - handcards were read to him". Do not record name or address of respondent (unless he/she asks you to do so in order that a catalog or continuing education information be mailed out, then record it below). Check the appropriate box below as you complete each interview. Be sure to match the interview number below with the interview number assigned and coded on the answer sheet.

Interview Number (Check)	Comments (if needed)
1. ☐	
2. ☐	
3. ☐	
4. ☐	
5. ☐	
6. ☐	
7. ☐	
8. ☐	
9. ☐	
10. ☐	

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Division of Continuing Education
Albany, New York 12234

APPENDIX B

Continuing Education Needs Assessment Project

Courses Available for Adult Continuing Education Students

The information in this questionnaire is being collected as part of a study of continuing education programs offered by BOCES, public schools and two-year colleges in New York State. This project is intended to provide data on learning needs and resources to assist in planning future continuing education programs and services for students.

In order to obtain complete information on continuing education resources, it is necessary to inventory continuing education courses which are currently being provided for learners. For the purposes of this survey, a continuing education course may be defined as any planned educational activity, either credit or non-credit.

> Only include courses intended for the adult continuing education learner. These may be offered at any time of day and include courses of any length. (Include workshops, minicourses, institutes, etc. whether or not they are listed in the catalog or brochures.)
>
> College courses in which an adult may enroll but are predominately populated by fulltime students pursuing the associate degree should not be included.

Please complete the following:

1. Name of Institution ______________________________
2. Address ______________________________
3. Director or Administrator of Program ______________________________
4. Type of Institution:

   (a) ____ BOCES (b) ____ Public School (c) ____ Two-year College

5. Person Supplying Information:

   Name ______________________________ Phone No. ____________________

   Business Address ______________________________

6. Guidance/Counseling:

   Do you have counseling available specifically for adults at prescribed times -

   Day: ____ Yes ____ No

   Evening: ____ Yes ____ No

Instructions

Please supply the information requested for each course provided or planned to be provided by your institution between September 1, 1975 and June 30, 1976.

Column 1 - Course Number (See booklet for number) Do not enter name of course on form. If more than one class is scheduled, repeat course number with appropriate information.

Column 2 - Beginning Date List month that course began.

Column 3 - Length of Course in Hours Total number of hours class will meet.

Column 4 - Length of Session in Minutes 40 min., 90, 120, etc.

Column 5 - Days of Week Check day or days that class meets each week.

Column 6 - Time of Day Check time period during which class begins. If between 8:00 a.m. and noon - check morning; if after noon and before 6:00 p.m. - check afternoon; if after 6:00 p.m. - check evening.

Column 7 - Registration Fee and Other Charges Fill in total registration and/or tuition fee plus average cost for materials and other related costs, i.e., art supplies.

Column 8 - Credit/Non-credit Check whether or not class is offered for credit, i.e., high school diploma, credit course for associate degree, etc.

Column 9 - Type of Clientele Check box(es) for type of clientele for which class is primarily designed; if not designed for a specific population, check general population.

Column 10 - State/Federally Funded Check appropriate column if this program is State or Federally funded, i.e., VEA funded, State Funded High School Equivalency Title VI (Adult Basic Education), Welfare Education Program, CETA.

Column 11 - Facility If program is offered in the school facility or college campus, check appropriate box. If offered in location other than above, please specify location in appropriate column, i.e., library, church, etc.

Name of School
District, BOCES
or Community College ______________________________

Summary of Continuing Education Offerings
September 1, 1975 - June 30, 1976

1	2	3	4	5						6			7	8		9						10		11		
				Days of Week						Time of Day						Type of Clientele								Facility		
Course Number Only	Beginning Date (Month Only)	Length of Course (hrs.)	Length of Session (mins.)	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Morning	Afternoon	Evening	Registration Fee Plus Other Charges	Credit	Non-credit	Gen. Population	Non H.S. Grad.	Senior Citizen	Unemployed	Women	Handicapped	State Funded	Federally Funded	On Campus	Off Campus	If Off Campus, Specify

APPENDIX C

A "Code Booklet" accompanied each State of the Art Survey questionnaire, listing continuing education courses by code number and category. There were a total of 188 courses organized into 23 categories.

The tables derived from the survey data and the analyses in this report were based on the 23 categories. The specific courses have not been mentioned.

The attached List of Continuing Education Courses by Category, Including Code Numbers and Abbreviations is a modified form of the code booklet. The abbreviation printed beneath each category code number was not included in the original code booklet. Abbreviations were adopted after the survey data were compiled, to facilitate reading of the tables which were discussed in the State of the Art Survey section of this report.

List of Continuing Education Courses by Category,
Including Code Numbers and Abbreviations

0100 (Ag)	Agriculture and Natural Resources
0101	Agriculture, General
0102	Animal Science
0103	Forestry
0104	Horticulture (Fruit and Vegetable Production)
0105	Natural Resources (Ecology, Conservation)
0199	Other

0200 (Arch)	Architecture, Environmental Design & Planning
0201	Architecture, General
0202	City, Community & Regional Planning
0203	Environmental/Urban Design
0299	Other

0300 (Bus) Business, Management and Sales

0301	Business, General
0302	Accounting and Bookkeeping
0303	Advertising and Sales Promotion
0304	Banking and Finance
0305	Business Administration/Business Management
0306	Business Arithmetic/Mathematics
0307	Business Communications
0308	Business Machines
0309	Distributive Education
0310	Hotel and Restaurant Management
0311	Income Tax Preparation
0312	Insurance
0313	Investments
0314	Labor and Industrial Relations
0315	Real Estate
0316	Retailing
0317	Secretarial Studies (Office Practice)
0318	Shorthand, Stenography
0319	Typing
0399	Other

0400 (Comm) Communications

0401	Communications, General
0402	Communications Media (Radio, TV, Films, Photography)
0403	Journalism
0499	Other

0500 (Cmpt) Computer, Information Sciences & Technologies

0501	Computer Programming
0502	Computer Electronics
0503	Data Processing
0599	Other

0600 (Ed) Education and Developmental Activities

0601	Adult Basic Education (If ESL, see 0803)
0602	Career Education (Career Planning/Exploration)
0603	Citizenship Preparation (Americanization)
0604	Counseling, Group Guidance
0605	Counseling, Individual Guidance (Do not use chart, respond to question on page 1)
0606	High School Credit Course - English

0607	High School Credit Course - Mathematics
0608	High School Credit Course - Natural Sciences
0609	High School Credit Course - Social Studies
0610	High School Credit Course - Other
0611	High School Equivalency Preparation
0612	Reading Improvement and Study Skills (Other than ABE)
0699	Other
0700 (Engi)	Engineering/Engineering Technologies
0800 (Eng)	English Language Arts
0801	English Composition (Creative Writing)
0802	English Literature
0803	English as a Second Language
0804	Speech/Public Speaking
0899	Other
0900 (Art)	Fine and Applied Arts and Crafts
0901	Art Appreciation
0902	Commercial Art
0903	Dance
0904	Dramatic Art
0905	Drawing and Painting
0906	Enameling
0907	Jewelry
0908	Instrumental Music
0909	Leathercraft
0910	Metalcraft
0911	Music Appreciation
0912	Paper Crafts
0913	Photography
0914	Pottery and Ceramics
0915	Sculpture
0916	Vocal Music
0999	Other
1000 (Lang)	Foreign Language
1001	Chinese
1002	French
1003	German

1004	Italian
1005	Spanish
1099	Other

1100 (Hlth)	Health Professions
1101	Dental Technology/Hygiene
1102	Hospital/Health Care Administration
1103	Inhalation Therapy
1104	Medical Lab and Medical Record Technologies
1105	Nursing (R.N.)
1106	Nursing (L.P.N.)
1107	Optical Technologies
1108	Public and Environmental Health
1109	Radiologic Technology (X-ray)
1110	Rehabilitation Therapies
1111	Speech Pathology and Audiology
1112	Veterinary Medicine Technologies/Animal Care Technologies
1199	Other

1200 (Home)	Home and Family Life Education, Home Economics
1201	Home Economics, General
1202	Child Care and Development
1203	Clothing Construction
1204	Consumer Education (Includes Personal & Family Finance)
1205	Family Relations
1206	Fashion Design/Needle Trades
1207	Flower Arrangement
1208	Food and Nutrition
1209	Furniture Refinishing
1210	Gardening
1211	Grooming
1212	Home Management
1213	Home Repair and Maintenance
1214	Interior Decoration
1215	Millinery
1216	Needlecraft (Knitting, Crocheting, Crewel, Needlepoint, etc.)
1217	Parent Education
1218	Tailoring
1219	Upholstery
1299	Other

1300 Interdisciplinary Studies

(IS)

1301	Ethnic Studies/Area Studies
1302	Humanities
1303	Women's Studies
1399	Other

1400 Mathematics

(Math)

1401	Algebra
1402	Calculus
1403	Geometry
1404	Statistics
1405	Trigonometry
1499	Other

1500 Military Sciences

(Milt)

1600 Natural Sciences

(Sci)

1601	Astronomy
1602	Biology
1603	Chemistry
1604	Geology
1605	Oceanography
1606	Physics
1607	Zoology
1699	Other

1700 Physical Education and Recreation

(PE)

1701	Physical Education, General
1702	Golf
1703	Swimming
1704	Tennis
1705	Yoga
1799	Other

1800 Public Affairs and Services

(PuA)

1801	Community Services, General
1802	Law Enforcement and Corrections

1803	Library Service Technology
1804	Park and Recreation Management
1805	Public Administration/Civil Service (Preparation for Civil Service Exam)
1899	Other
1900 (Psy)	Psychology
1901	Psychology, General
1902	Human Relations
1999	Other
2000 (Theo)	Religion and Theology
2100 (Safe)	Safety Education and Health
2101	Health, General
2102	Driver Education
2103	Drug Education
2104	Fire Safety
2105	First Aid
2106	Heart Disease Prevention
2107	Hunter Safety
2108	Occupational Safety
2109	Small Boat Handling
2110	Water Safety
2199	Other
2200 (SSci)	Social Sciences (Social Studies)
2201	Anthropology
2202	Current Events
2203	Economics
2204	Geography
2205	History
2206	International Affairs
2207	Philosophy
2208	Political Science and Government
2209	Sociology
2299	Other

2300 (Trad)	Trade, Industrial, Service Educational: Occupational and Other Skills
2301	Air Conditioning, Refrigeration, Heating
2302	Airline Service Training
2303	Appliance Repair
2304	Automotive Mechanics
2305	Aviation (Includes Flight Training, Repair)
2306	Cabinet Making
2307	Carpentry
2308	Drafting
2309	Electric Wiring
2310	Fabric Maintenance Services (Dry Cleaning, Laundering, etc.)
2311	Food Service/Quantity Food Occupations
2312	Heavy Equipment Maintenance and Operation
2313	Instrument Maintenance and Repair
2314	Machine Shop/Machine Tool Operation
2315	Masonry
2316	Metalworking Occupations
2317	Navigation/Maritime Occupations
2318	Personal Services (Barber, Cosmetologist, etc.)
2319	Printing/Graphic Arts
2320	Radio and Television Repair
2321	Small Engine Repair
2322	Woodworking
2399	Other

APPENDIX D

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Division of Continuing Education
Albany, New York 12230

ASSESSMENT OF CONTINUING EDUCATION PROFESSIONAL STAFF DEVELOPMENT NEEDS
Administrative Staff

Person Completing this Survey

Title or Position ______________________________

Name of Institution ______________________________

Business Address ____________ (Street) ____________ (City) ____________ (Zip Code)

Type of Institution (check one)

Public School ☐ (1)   BOCES ☐ (2)   SUNY Two-Year College ☐ (3)

October, 1975

SECTION I--GENERAL INFORMATION

1. Continuing Education Program Employment Information

   a. Your Position Title is:

      Director . . . . ☐ (1)

      Dean . . . . ☐ (2)

      Other Administrative Staff (Specify:____________) ☐ (3)

   b. Your Present Continuing Education Position is:

      Full-time. . . . . ☐ (1)

      Part-time. . . . . ☐ (2)

   c. Number of hours per week you work in a Continuing Education Capacity . . . . ☐

   d. Total Years of Employment in Continuing Education (Both Full and Part-time). . . . . ☐

   e. Total Years of Employment in your current Continuing Education Position . . . . ☐

   f. Is your continuing education position your primary professional responsibility? . . . . Yes ☐ (1) No ☐ (2)

   g. If No, would you prefer that your primary professional responsibility be in a continuing education capacity? . . . . Yes ☐ (1) No ☐ (2) Don't Know ☐ (3)

2. Educational Background Information

   a. Your highest level of academic training is:

      Less than a High School Diploma. . . . . ☐ (1)

      High School Diploma or Equivalent. . . . . ☐ (2)

      Some college, but less than a Bachelor's Degree. . ☐ (3)

      Bachelor's Degree. . . . . ☐ (4)

      Master's Degree. . . . . ☐ (5)

      Master's Degree in Adult Continuing Education. . . ☐ (6)

      Doctorate. . . . . ☐ (7)

      Doctorate in Adult Continuing Education. . . . . . ☐ (8)

b. Number of hours of college credit earned in Adult Continuing Education:

None . . . . ☐ (1)
1-3 credits. . . . . ☐ (2)
4-6 credits. . . . . ☐ (3)
7-9 credits. . . . . ☐ (4)
10-12 credits. ☐ (5)
More than 12 credits . . . . ☐ (6)

c. Number of hours spent in preservice training (other than credit courses) to prepare for your work in continuing education:

None . . . . ☐ (1)
1-3 hours. . . . . ☐ (2)
4-6 hours. . . . . ☐ (3)
7-9 hours. . . . . ☐ (4)
10-12 hours. . . . . ☐ (5)
More than 12 hours . . . . ☐ (6)

d. Number of hours spent in inservice training for working with adults since you have been employed in continuing education:

None . . . . ☐ (1)
1-3 hours. . . . . ☐ (2)
4-6 hours. . . . . ☐ (3)
7-9 hours. . . . . ☐ (4)
10-12 hours. . . . . ☐ (5)
More than 12 hours . . . . ☐ (6)

3. Personal evaluation of preservice and inservice preparation for work in continuing education. (Note: Each of the items in this section relates to a type of training described under b, c, and d in #2. If you were not involved in a particular type of training, please check the "Not Applicable" N.A. box and go onto the next item.)

a. Assess the degree to which you feel that your college course work was helpful in preparing you for working with adults in a continuing education setting . . . . N.A. ☐ (1)

Very helpful . . . . ☐ (2)

Somewhat helpful. . . . . ☐ (3)

Of little help. . . . . ☐ (4)

No help at all. . . . . ☐ (5)

b. Assess the degree to which you feel that preservice training (other than credit courses) was helpful in preparing you for working with adults in a continuing education setting . . . . . N.A. ☐ (1)

Very helpful . . . . ☐ (2)

Somewhat helpful. . . . . ☐ (3)

Of little help. . . . . ☐ (4)

No help at all. . . . . ☐ (5)

c. Assess the degree to which you feel that inservice training was helpful in preparing you for working with adults in a continuing education setting. . . . . N.A. ☐ (1)

Very helpful . . . . ☐ (2)

Somewhat helpful. . . . . ☐ (3)

Of little help. . . . . ☐ (4)

No help at all. . . . . ☐ (5)

SECTION II--PROGRAM INFORMATION

Part I

1. Total number of teachers who are employed in your continuing education program:

   a. Full-time. . . . . ☐

   b. Part-time. . . . . ☐

2. Total number of supervisory personnel who are employed in your continuing education program:

   a. Full-time. . . . . ☐

   b. Part-time. . . . . ☐

3. Check all program areas where you offer courses:

   a. Adult Basic Education. . . . . ☐ (1)

   b. High School Equivalency Preparation. . . . . ☐ (2)

   c. Health and Safety Education. . . . . ☐ (3)

   d. English as a Second Language . . . . ☐ (4)

   e. Occupational Education . . . . ☐ (5)

   f. Avocational. . . . . ☐ (6)

   g. Academic Enrichment. . . . . ☐ (7)

   h. Credit toward High School Diploma. . . . . ☐ (8)

   i. Credit toward College Diploma. . . . . ☐ (9)

4. Indicate the two program areas in #3 above which have the largest student enrollment. (Identify by letter)

   a. Largest Student Enrollment . . . . ☐ (1)

   b. Second Largest Student Enrollment. . . . . ☐ (2)

5. Indicate the two program areas in #3 above which have the largest number of courses. (Identify by letter)

   a. Largest Number of Courses. . . . . ☐ (1)

   b. Second Largest Number of Courses . . . . ☐ (2)

PART II

The following items represent staff development topics for administrators. Check each item according to your own personal interest in attending a staff development activity on that topic. Use the following rating categories for each item:

Very Important
Somewhat Important
Of Little Importance
Not Important

	Very Important	Somewhat Important	Of Little Importance	Not Important
1. In the area of Program Planning and Management				
a. Budgeting and finance.	☐ (1)	☐ (2)	☐ (3)	☐ (4)
b. Development and utilization of space . . .	☐ (1)	☐ (2)	☐ (3)	☐ (4)
c. Inter-institutional cooperation.	☐ (1)	☐ (2)	☐ (3)	☐ (4)
d. Program evaluation . .	☐ (1)	☐ (2)	☐ (3)	☐ (4)
e. Scheduling of time . .	☐ (1)	☐ (2)	☐ (3)	☐ (4)
f. Record keeping	☐ (1)	☐ (2)	☐ (3)	☐ (4)
g. Report writing	☐ (1)	☐ (2)	☐ (3)	☐ (4)
h. Program development. .	☐ (1)	☐ (2)	☐ (3)	☐ (4)
i. Long-range planning. .	☐ (1)	☐ (2)	☐ (3)	☐ (4)
j. Grantsmanship.	☐ (1)	☐ (2)	☐ (3)	☐ (4)
k. Program promotion/public relations . . .	☐ (1)	☐ (2)	☐ (3)	☐ (4)
2. In the area of Teacher Supervision				
a. Recruitment and selection of staff.	☐ (1)	☐ (2)	☐ (3)	☐ (4)
b. Supervision of staff .	☐ (1)	☐ (2)	☐ (3)	☐ (4)
c. Staff Development. . .	☐ (1)	☐ (2)	☐ (3)	☐ (4)
d. Evaluation of staff. .	☐ (1)	☐ (2)	☐ (3)	☐ (4)
e. Psychology of the adult learner.	☐ (1)	☐ (2)	☐ (3)	☐ (4)

	Very Important	Somewhat Important	Of Little Importance	Not Important
3. In the area of Community Relations				
a. Development and utilization of committees.	☐ (1)	☐ (2)	☐ (3)	☐ (4)
b. Cooperation with other community agencies . .	☐ (1)	☐ (2)	☐ (3)	☐ (4)
c. Cooperation with other educational agencies .	☐ (1)	☐ (2)	☐ (3)	☐ (4)
d. Outreach programs relating to advisory boards	☐ (1)	☐ (2)	☐ (3)	☐ (4)

PART III

The following items represent staff development topics for administrators. Check each item according to your perception of the importance of staff development in that area for the general field of continuing education. Use the following rating categories for each item:

Very Important
Somewhat Important
Of Little Importance
Not Important

	Very Important	Somewhat Important	Of Little Importance	Not Important
1. In the area of Program Planning and Management				
a. Budgeting and finance.	☐ (1)	☐ (2)	☐ (3)	☐ (4)
b. Development and utilization of space . . .	☐ (1)	☐ (2)	☐ (3)	☐ (4)
c. Inter-institutional cooperation.	☐ (1)	☐ (2)	☐ (3)	☐ (4)
d. Program evaluation . .	☐ (1)	☐ (2)	☐ (3)	☐ (4)
e. Scheduling of time . .	☐ (1)	☐ (2)	☐ (3)	☐ (4)
f. Record keeping	☐ (1)	☐ (2)	☐ (3)	☐ (4)
g. Report writing	☐ (1)	☐ (2)	☐ (3)	☐ (4)
h. Program development. .	☐ (1)	☐ (2)	☐ (3)	☐ (4)
i. Long-range planning. .	☐ (1)	☐ (2)	☐ (3)	☐ (4)
j. Grantsmanship.	☐ (1)	☐ (2)	☐ (3)	☐ (4)
k. Program promotion/ public relations . . .	☐ (1)	☐ (2)	☐ (3)	☐ (4)
2. In the area of Teacher Supervision				
a. Recruitment and selection of staff.	☐ (1)	☐ (2)	☐ (3)	☐ (4)
b. Supervision of staff .	☐ (1)	☐ (2)	☐ (3)	☐ (4)
c. Staff Development. . .	☐ (1)	☐ (2)	☐ (3)	☐ (4)
d. Evaluation of staff. .	☐ (1)	☐ (2)	☐ (3)	☐ (4)
e. Psychology of the adult learner.	☐ (1)	☐ (2)	☐ (3)	☐ (4)

	Very Important	Somewhat Important	Of Little Importance	Not Important
3. In the area of Community Relations				
a. Development and utilization of committees.	☐ (1)	☐ (2)	☐ (3)	☐ (4)
b. Cooperation with other community agencies . .	☐ (1)	☐ (2)	☐ (3)	☐ (4)
c. Cooperation with other educational agencies .	☐ (1)	☐ (2)	☐ (3)	☐ (4)
d. Outreach programs relating to advisory boards	☐ (1)	☐ (2)	☐ (3)	☐ (4)

4. Of the three general areas for staff development, (Program Planning and Management, Supervision, and Community Relations) please give the area which you would be most interested in a number 1, the area which you would be moderately interested in a number 2, and the area which would have least interest for you a number 3.

a. Program Planning and Management. . . . . ☐ (1)

b. Supervision. . . . . ☐ (2)

c. Community Relations. . . . . ☐ (3)

5. In addition to the topics listed above, indicate your interest in attending staff development activities designed to improve programming for the following target populations. (Check all appropriate categories.)

a. Aging. . . . . ☐ (1)

b. Corrections. . . . . ☐ (2)

c. Migrant workers. . . . . ☐ (3)

d. Native Americans . . . . ☐ (4)

e. Vietnamese refugees. . . . . ☐ (5)

f. Unemployed . . . . ☐ (6)

g. Other: Specify ______________________________ . . . ☐ (7)

SECTION III--STAFF DEVELOPMENT ACTIVITIES

1. Indicate your degree of interest in the following choices as settings for staff development activities.

	High Interest	Moderate Interest	Little Interest	No Interest
a. In your own institution. . . .	☐ (1)	☐ (2)	☐ (3)	☐ (4)
b. In another facility in your community.	☐ (1)	☐ (2)	☐ (3)	☐ (4)
c. In a regional setting.	☐ (1)	☐ (2)	☐ (3)	☐ (4)
d. In a state setting	☐ (1)	☐ (2)	☐ (3)	☐ (4)
e. In a national setting.	☐ (1)	☐ (2)	☐ (3)	☐ (4)

2. Indicate the degree of interest you have in working with the following groups in a state development setting.

	High Interest	Moderate Interest	Little Interest	No Interest
a. A mixed group of both teachers and administrators	☐ (1)	☐ (2)	☐ (3)	☐ (4)
b. A group of administrators only .	☐ (1)	☐ (2)	☐ (3)	☐ (4)

3. Indicate the degree of interest you have in the following approaches to staff development activities.

	High Interest	Moderate Interest	Little Interest	No Interest
a. Staff meetings	☐ (1)	☐ (2)	☐ (3)	☐ (4)
b. Training by outside consultants.	☐ (1)	☐ (2)	☐ (3)	☐ (4)
c. 1 or 2 day workshops	☐ (1)	☐ (2)	☐ (3)	☐ (4)
d. Credit courses	☐ (1)	☐ (2)	☐ (3)	☐ (4)
e. Conferences.	☐ (1)	☐ (2)	☐ (3)	☐ (4)

4. How many hours per week would you be willing to devote to staff development activities if credit were given and your tuition/fees were paid? . . . . ☐

5. How many hours per week would you be willing to devote to staff development activities if no credit were given but tuition/fees were paid? . . . . ☐

6. How many hours per week would you be willing to devote to staff training if credit were given but you had to pay tuition/fees on your own?. . . . . ☐

7. How many hours per week would you be willing to devote to staff training if no credit were given and you had to pay tuition/fees on your own? . . . . ☐

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Division of Continuing Education
Albany, New York 12230

APPENDIX E

ASSESSMENT OF CONTINUING EDUCATION PROFESSIONAL STAFF DEVELOPMENT NEEDS

Regional Code ☐

Faculty/Teaching Staff

SECTION I--GENERAL INFORMATION

1. Type of Institution in which you are employed (check one)

Public School ☐ (1) BOCES ☐ (2) SUNY Two-Year College ☐ (3)

2. Continuing Education Program Employment Information

a. Your Present Continuing Education Teaching Position is:

Full-time. . . . . ☐ (1)

Part-time. . . . . ☐ (2)

b. Total hours per week you work in a continuing education capacity . . . . ☐

c. Total years of employment in continuing education (Both Full and Part-time). . . . . ☐

d. Total years of employment in your current continuing education position . . . . ☐

e. Is your continuing education position your primary professional responsibility? . . . . Yes ☐ (1) No ☐ (2)

f. If No, would you prefer that your primary professional responsibility be in a continuing education capacity? . . . . Yes ☐ (1) No ☐ (2) Undecided ☐ (3)

3. Educational Background Information

a. Your highest level of academic achievement is:

Less than a High School Diploma. . . . . ☐ (1)

High School Diploma or Equivalent. . . . . ☐ (2)

Some college, but less than a Bachelor's Degree. . ☐ (3)

Bachelor's Degree. . . . . ☐ (4)

Master's Degree. . . . . ☐ (5)

Master's Degree in Adult Continuing Education. . . ☐ (6)

Doctorate. . . . . ☐ (7)

Doctorate in Adult Continuing Education. . . . . . ☐ (8)

b. Number of hours of college credit earned in Adult Continuing Education:

None . . . . ☐ (1)

1-3 credits. . . . . ☐ (2)

4-6 credits. . . . . ☐ (3)

7-9 credits. . . . . ☐ (4)

10-12 credits. ☐ (5)

More than 12 credits . . . . ☐ (6)

c. Number of hours spent in preservice training (other than credit courses) to prepare for your work in continuing education:

None . . . . ☐ (1)

1-3 hours. . . . . ☐ (2)

4-6 hours. . . . . ☐ (3)

7-9 hours. . . . . ☐ (4)

10-12 hours. . . . . ☐ (5)

More than 12 hours . . . . ☐ (6)

d. Number of hours spent in inservice training for working with adults since you have been employed in continuing education:

None . . . . ☐ (1)

1-3 hours. . . . . ☐ (2)

4-6 hours. . . . . ☐ (3)

7-9 hours. . . . . ☐ (4)

10-12 hours. . . . . ☐ (5)

More than 12 hours . . . . ☐ (6)

4. Personal evaluation of preservice and inservice preparation for work in continuing education. (Note: Each of the items in this section relates to a type of training described under b, c, and d in #2. If you were not involved in a particular type of training please check the "Not Applicable" N.A. box and go onto the next item.)

a. Assess the degree to which you feel that your college course work was helpful in preparing you for working with adults in a continuing education setting . . . . N.A. ☐ (1)

Very helpful. . . . . ☐ (2)

Somewhat helpful. . . . . ☐ (3)

Of little help. ☐ (4)

No help at all. ☐ (5)

b. Assess the degree to which you feel that preservice training (other than credit courses) was helpful in preparing you for working with adults in a continuing education setting . . N.A. ☐ (1)

Very helpful. . . . . ☐ (2)

Somewhat helpful. . . . . ☐ (3)

Of little help. ☐ (4)

No help at all. ☐ (5)

c. Assess the degree to which you feel that inservice training was helpful in preparing you for working with adults in a continuing education setting. . . . . N.A. ☐ (1)

Very helpful. . . . . ☐ (2)

Somewhat helpful. . . . . ☐ (3)

Of little help. ☐ (4)

No help at all. ☐ (5)

SECTION II--STAFF DEVELOPMENT TOPICS

Part I

The following items represent staff development topics for teachers. Rate each item according to your own personal interest in attending a staff development activity on that topic. Use the following rating categories for each item:

High Interest
Moderate Interest
Little Interest
No Interest

	High Interest	Moderate Interest	Little Interest	No Interest
1. In the area of Understanding Adult Students				
a. Dropout prevention	☐ (1)	☐ (2)	☐ (3)	☐ (4)
b. Advising and counseling. .	☐ (1)	☐ (2)	☐ (3)	☐ (4)
c. Motivating adult students.	☐ (1)	☐ (2)	☐ (3)	☐ (4)
d. The difference between adult & child learning . .	☐ (1)	☐ (2)	☐ (3)	☐ (4)
e. Working with adults of diverse backgrounds and abilities.	☐ (1)	☐ (2)	☐ (3)	☐ (4)
f. Research methods on adult learning	☐ (1)	☐ (2)	☐ (3)	☐ (4)
2. In the area of Program/ Curriculum Development				
a. Selecting appropriate curriculum materials . . .	☐ (1)	☐ (2)	☐ (3)	☐ (4)
b. Adapting curriculum content to adults	☐ (1)	☐ (2)	☐ (3)	☐ (4)
c. Pacing curriculum.	☐ (1)	☐ (2)	☐ (3)	☐ (4)
d. Identifying community resources to supplement curriculum content	☐ (1)	☐ (2)	☐ (3)	☐ (4)
e. Developing new courses/ program.	☐ (1)	☐ (2)	☐ (3)	☐ (4)
f. Evaluating student learning	☐ (1)	☐ (2)	☐ (3)	☐ (4)
g. Involving adult students in curriculum development, modification and evaluation.	☐ (1)	☐ (2)	☐ (3)	☐ (4)

	High Interest	Moderate Interest	Little Interest	No Interest
3. In the area of managing instruction				
a. Individualized instruction	☐ (1)	☐ (2)	☐ (3)	☐ (4)
b. Planning for the opening class session.	☐ (1)	☐ (2)	☐ (3)	☐ (4)

4. Of the three general areas for staff development, (Understanding Adult Students, Curriculum Development and Managing Instruction) please give the area which you would be most interested in a number 1, the area which you would be moderately interested in a number 2, and the area which would have least interest for you a number 3.

a. Understanding Adult Students . . . . ☐ (1)

b. Curriculum Development . . . . ☐ (2)

c. Managing Instruction . . . . ☐ (3)

PART II

The following items represent staff development topics for teachers. Rate each item according to your perception of the importance of staff development in that area for the general field of continuing education. Use the following rating categories for each item:

Very Important
Somewhat Important
Of Little Importance
Not Important

	Very Important	Somewhat Important	Of Little Importance	Not Important
1. In the area of Understanding Adult Students				
a. Dropout prevention .	☐ (1)	☐ (2)	☐ (3)	☐ (4)
b. Advising and counseling	☐ (1)	☐ (2)	☐ (3)	☐ (4)
c. Motivating adult students	☐ (1)	☐ (2)	☐ (3)	☐ (4)
d. The difference between adult & child learning	☐ (1)	☐ (2)	☐ (3)	☐ (4)
e. Working with adults of diverse backgrounds and abilities. . . .	☐ (1)	☐ (2)	☐ (3)	☐ (4)
f. Research methods on adult learning . . .	☐ (1)	☐ (2)	☐ (3)	☐ (4)
2. In the area of Program/Curriculum Development				
a. Selecting appropriate curriculum materials	☐ (1)	☐ (2)	☐ (3)	☐ (4)
b. Adapting curriculum content to adults. .	☐ (1)	☐ (2)	☐ (3)	☐ (4)
c. Pacing curriculum. .	☐ (1)	☐ (2)	☐ (3)	☐ (4)
d. Identifying community resources to supplement curriculum content .	☐ (1)	☐ (2)	☐ (3)	☐ (4)
e. Developing new courses/program.	☐ (1)	☐ (2)	☐ (3)	☐ (4)
f. Evaluating student learning	☐ (1)	☐ (2)	☐ (3)	☐ (4)

	Very Important	Somewhat Important	Of Little Importance	Not Important
g. Involving adult students in curriculum development, modification, and evaluation	☐ (1)	☐ (2)	☐ (3)	☐ (4)

3. In the area of Managing Instruction

a. Individualized Instruction.	☐ (1)	☐ (2)	☐ (3)	☐ (4)
b. Planning for the opening class session. .	☐ (1)	☐ (2)	☐ (3)	☐ (4)

SECTION III--STAFF DEVELOPMENT ACTIVITIES

1. Indicate your degree of interest in the following choices as settings for staff development activities.

	High Interest	Moderate Interest	Little Interest	No Interest
a. In your own institution. . . .	☐ (1)	☐ (2)	☐ (3)	☐ (4)
b. In another facility in your community.	☐ (1)	☐ (2)	☐ (3)	☐ (4)
c. In a regional setting.	☐ (1)	☐ (2)	☐ (3)	☐ (4)
d. In a state setting	☐ (1)	☐ (2)	☐ (3)	☐ (4)
e. In a national setting.	☐ (1)	☐ (2)	☐ (3)	☐ (4)

2. Indicate the degree of interest you have in working with the following groups in a staff development setting.

	High Interest	Moderate Interest	Little Interest	No Interest
a. A mixed group of both teachers and administrators	☐ (1)	☐ (2)	☐ (3)	☐ (4)
b. A group of teachers only	☐ (1)	☐ (2)	☐ (3)	☐ (4)
c. A group of teachers who teach in your subject area.	☐ (1)	☐ (2)	☐ (3)	☐ (4)

3. Indicate the degree of interest you have in the following approaches to staff development activities.

	High Interest	Moderate Interest	Little Interest	No Interest
a. Staff meetings	☐ (1)	☐ (2)	☐ (3)	☐ (4)
b. Training by outside consultants.	☐ (1)	☐ (2)	☐ (3)	☐ (4)
c. 1 or 2 day workshops	☐ (1)	☐ (2)	☐ (3)	☐ (4)
d. Credit courses	☐ (1)	☐ (2)	☐ (3)	☐ (4)
e. Conferences.	☐ (1)	☐ (2)	☐ (3)	☐ (4)

4. How many hours per week would you be willing to devote to staff development activities if credit were given and your tuition/fees were paid? . . . . ☐

5. How many hours per week would you be willing to devote to staff development activities if no credit were given but tuition/fees were paid? . . . . ☐

6. How many hours per week would you be willing to devote to staff training if credit were given but you had to pay tuition/fees on your own?. . . . . ☐

7. How many hours per week would you be willing to devote to staff training if no credit were given and you had to pay tuition/ fees on your own? . . . . ☐

Section IV

Please check the program area in which you teach. (If you teach in more than one area, please check all areas.)

a. Adult Basic Education (Adult Elementary Education). . . . . . ☐ (1)

b. High School Equivalency Preparation . . . . ☐ (2)

c. Health and Safety Education . . . . ☐ (3)

d. English as a Second Language (Americanization). . . . . ☐ (4)

e. Occupational Education. . . . . ☐ (5)

If Occupational, please check appropriate area

1. Business Education. . . . . ☐ (6)
2. Distributive Education. . . . . ☐ (7)
3. Trade and Industrial-Technical. . . . . ☐ (8)
4. Agriculture Education . . . . ☐ (9)
5. Home Economics. . . . . ☐ (10)
6. Health Occupations. . . . . ☐ (11)

f. Avocational (art, music, drama, crafts) . . . . ☐ (12)

g. Academic or Self Enrichment courses . . . . ☐ (13)

h. Credit Toward High School Diploma . . . . ☐ (14)

i. Credit Toward College Diploma . . . . ☐ (15)

APPENDIX F

Table No.	Additional Tables from Adult Continuing Education Needs Assessment
F-1	Learning Interests: Total Sample
F-2	Learning Interests: Previous Participants in Continuing Education
F-3	Learning Interests: Non-Participants in Continuing Education
F-4	Learning Interests: Eight Years or Less Education
F-5	Learning Interests: Some High School
F-6	Learning Interests: High School Graduate or G.E.D.
F-7	Learning Interests: Some College, Business or Trade School
F-8	Learning Interests: College Graduate or More
F-9	Learning Interests: Age Under 25 Years
F-10	Learning Interests: Age 25 - 34 Years
F-11	Learning Interests: Age 35 - 44 Years
F-12	Learning Interests: Age 45 - 54 Years
F-13	Learning Interests: Age 55 Years and Over
F-14	Learning Interests: Retired, 55 and Over
F-15	Learning Interests: Preretirement
F-16	Learning Interests: Males
F-17	Learning Interests: Females
F-18	Learning Interests: Full-Time Homemakers
F-19	Learning Interests: Working Mothers - At Least One Pre-School Child
F-20	Learning Interests: Working Mothers - No Pre-School Children
F-21	Learning Interests: Women With Job-Related Interests
F-22	Learning Interests: Hispanics
F-23	Learning Interests: Blacks
F-24	Learning Interests: Orientals
F-25	Learning Interests: Native Americans
F-26	Learning Interests: Total Urban Sample
F-27	Learning Interests: Urban Unemployment
F-28	Learning Interests: Urban Poor
F-29	Learning Interests: Rural Poor - Farm and Rural Only
F-30	Learning Interests: Rural Poor - Farm, Rural, Towns and Villages

Table F-1

Learning Interests: Total Sample (N=20,486)

SUBJECT	Interest-Not First Choice N	Interest-Not First Choice %	First Choice Interest N	First Choice Interest %	Total With Interest N	Total With Interest %
High School Equivalency	1,404	6.9	775	3.8	2,179	10.6
Citizenship, English Second Lang.	312	1.5	139	0.7	451	2.2
Basic Education	1,053	5.1	274	1.3	1,327	6.5
Home Repairs	3.335	16.3	601	2.9	3,936	19.2
Building Trades	2,625	12.8	867	4.3	3,492	17.0
Industrial, Technical Skills	2,310	11.3	767	3.7	3,077	15.0
Protective Services	958	4.7	190	0.9	1,148	5.6
Service Occupations	1,206	5.9	201	1.1	1,407	6.9
Business Skills	3,095	15.1	1101	5.4	4,196	20.5
Computer Science	1,986	9.7	410	2.0	2,396	11.7
Investment	2,770	13.5	370	1.8	3,140	15.3
Management Skills	2,140	10.4	516	2.5	2,656	12.9
Sales and Advertising	1,558	7.6	243	1.2	1,801	8.8
Travel	3,512	17.1	512	2.5	4,024	19.6
Arts and Crafts	5,248	25.6	1550	7.6	6,798	33.2
Performing Arts	2,726	13.3	468	2.3	3,194	15.6
Health and Safety	2,614	12.8	202	0.9	2,816	13.7
Occult Sciences	1,828	8.9	196	0.9	2,024	9.9
Driving, Flight Training	2,287	11.2	426	2.1	2,713	13.2
Gardening	4,361	21.3	429	2.1	4,790	23.4
Home Decorating	4,418	21.6	568	2.7	4,986	24.3
Sewing	3.957	19.3	699	3.4	4,656	22.7
Cooking	3,645	17.8	402	2.0	4,047	19.8
Parent Education	2,533	12.4	362	1.8	2,895	14.1
Retirement Planning	2,002	9.8	239	1.2	2,241	10.9
Consumer Education	2,119	10.3	180	0.9	2,299	11.2
Architecture	861	4.2	145	0.7	1,006	4.9
Engineering	1,015	5.0	269	1.3	1,284	6.3
Education	1,632	8.0	447	2.2	2,079	10.1
Law	2,932	14.3	402	1.9	3,334	16.3
Nursing	1,330	6.5	780	3.8	2,110	10.3
Agriculture	1,021	5.0	251	1.2	1,272	6.2
Religion	1,516	7.4	214	1.0	1,730	8.4
History, Govt., Current Events	1,696	8.3	195	0.9	1,891	9.2
Foreign Languages	2,357	11.5	282	1.4	2,639	12.9
Science and Math	1,194	5.8	157	0.7	1,351	6.6
Psychology, Human Behavior	3,299	16.1	660	3.2	3,959	19.3
Social Sciences	2,017	9.8	311	1.6	2,328	11.4
Humanities	2,490	12.2	338	1.7	2,828	13.8
Nature Study	2,158	10.5	216	1.0	2,374	11.6
Physical Fitness	5,120	25.0	520	2.6	5,640	27.5
Sports and Games	4,820	23.5	601	3.0	5,421	26.5
Other	88	0.4	198	1.0	286	1.4
No Interest Specified					1,028	5.0
No First Choice					1,303	6.3

Table F-2

Learning Interests: Previous Participants in Continuing Education (N=13,639)

SUBJECT	Interest-Not First Choice N	Interest-Not First Choice %	First Choice Interest N	First Choice Interest %	Total With Interest N	Total With Interest %
High School Equivalency	948	7.0	426	3.1	1,374	10.1
Citizenship, English Second Lang.	185	1.4	73	0.5	258	1.9
Basic Education	731	5.4	132	1.0	863	6.4
Home Repairs	2,542	18.6	362	2.7	2,904	21.3
Building Trades	1,957	14.3	573	4.2	2,530	18.5
Industrial, Technical Skills	1,755	12.9	509	3.7	2,264	16.6
Protective Services	685	5.0	141	1.0	826	6.0
Service Occupations	834	6.1	121	0.9	955	7.0
Business Skills	2,261	16.6	674	4.9	2,935	21.5
Computer Science	1,492	10.9	302	2.2	1,794	13.1
Investment	2,196	16.1	280	2.1	2,476	18.2
Management Skills	1,657	12.1	384	2.8	2,041	14.9
Sales and Advertising	1,198	8.8	165	1.2	1,363	10.0
Travel	2,692	19.7	346	2.5	3,038	22.2
Arts and Crafts	3,975	29.1	1,165	8.5	5,140	37.6
Performing Arts	2,197	16.1	351	2.6	2,548	18.7
Health and Safety	1,959	14.4	122	0.9	2,081	15.3
Occult Sciences	1,432	10.5	129	0.9	1,561	11.4
Driving, Flight Training	1,666	12.2	260	1.9	1,926	14.1
Gardening	3,289	24.1	238	1.7	3,527	25.8
Home Decorating	3,289	24.1	363	2.7	3,652	26.8
Sewing	2,828	20.7	438	3.2	3,266	23.9
Cooking	2,631	19.3	238	1.7	2,869	21.0
Parent Education	1,886	13.8	235	1.7	2,121	15.5
Retirement Planning	1,571	11.5	166	1.2	1,737	12.7
Consumer Education	1,624	11.9	110	0.8	1,734	12.7
Architecture	675	4.9	96	0.7	771	5.6
Engineering	745	5.5	188	1.4	933	6.9
Education	1,332	9.8	361	2.6	1,693	12.4
Law	2,406	17.6	291	2.1	2,697	19.7
Nursing	976	7.2	544	4.0	1,520	11.2
Agriculture	745	5.5	138	1.0	883	6.5
Religion	1,242	9.1	159	1.2	1,401	10.3
History, Govt., Current Events	1,429	10.5	149	1.1	1,578	11.6
Foreign Languages	1,954	14.3	225	1.6	2,179	15.9
Science and Math	983	7.2	121	0.9	1,104	8.1
Psychology, Human Behavior	2,655	19.5	532	3.9	3,187	23.4
Social Sciences	1,665	12.2	233	1.7	1,898	13.9
Humanities	2,117	15.5	284	2.1	2,401	17.6
Nature Study	1,744	12.8	145	1.1	1,889	13.9
Physical Fitness	3,997	29.3	365	2.7	4,362	32.0
Sports and Games	3,722	27.3	422	3.1	4,144	30.4

Table F-3

Learning Interests: Non-Participants in Continuing Education (N=6,136)

SUBJECT	Interest-Not First Choice N	Interest-Not First Choice %	First Choice Interest N	First Choice Interest %	Total With Interest N	Total With Interest %
High School Equivalency	402	6.6	333	5.4	735	12.0
Citizenship, English Second Lang.	113	1.8	52	0.8	165	2.6
Basic Education	278	4.5	122	2.0	400	6.5
Home Repairs	731	11.9	210	3.4	941	15.3
Building Trades	603	9.8	273	4.4	876	14.2
Industrial, Technical Skills	500	8.1	229	3.7	729	11.8
Protective Services	234	3.8	47	0.8	281	4.6
Service Occupations	332	5.4	77	1.3	409	6.7
Business Skills	768	12.5	400	6.5	1,168	19.0
Computer Science	450	7.3	94	1.5	544	8.8
Investment	526	8.6	81	1.3	607	9.9
Management Skills	426	6.9	114	1.9	540	8.8
Sales and Advertising	308	5.0	67	1.1	375	6.1
Travel	747	12.2	145	2.4	892	14.6
Arts and Crafts	1,182	19.3	357	5.8	1,539	25.1
Performing Arts	465	7.6	100	1.6	565	9.2
Health and Safety	611	10.0	65	1.1	676	11.1
Occult Sciences	360	5.9	61	1.0	421	6.9
Driving, Flight Training	555	9.0	148	2.4	703	11.4
Gardening	990	16.1	171	2.8	1,161	18.9
Home Decorating	1,056	17.2	183	3.0	1,239	20.2
Sewing	1,047	17.1	234	3.8	1,281	20.9
Cooking	928	15.1	143	2.3	1,071	17.4
Parent Education	603	9.8	110	1.8	713	11.6
Retirement Planning	384	6.3	55	0.9	439	7.2
Consumer Education	447	7.3	51	0.8	498	8.1
Architecture	160	2.6	34	0.6	194	3.2
Engineering	244	4.0	71	1.2	315	5.2
Education	269	4.4	74	1.2	343	5.6
Law	471	7.7	94	1.5	565	9.2
Nursing	310	5.1	215	3.5	525	8.6
Agriculture	247	4.0	98	1.6	345	5.6
Religion	238	3.9	46	0.7	284	4.6
History, Govt., Current Events	237	3.9	37	0.6	274	4.5
Foreign Languages	355	5.8	47	0.8	402	6.6
Science and Math	188	3.1	29	0.5	217	3.6
Psychology, Human Behavior	585	9.5	116	1.9	701	11.4
Social Sciences	325	5.3	71	1.2	396	6.5
Humanities	331	5.4	46	0.7	377	6.1
Nature Study	372	6.1	62	1.0	434	7.1
Physical Fitness	1,034	16.9	143	2.3	1,177	19.2
Sports and Games	1,014	16.5	161	2.6	1,175	19.1

Table F-4

Learning Interests: Eight Years or Less Education (N=1,900)

SUBJECT	Interest-Not First Choice N	Interest-Not First Choice %	First Choice Interest N	First Choice Interest %	Total With Interest N	Total With Interest %
High School Equivalency	308	16.2	211	11.1	519	27.3
Citizenship, English Second Lang.	105	5.5	62	3.3	167	8.8
Basic Education	284	14.9	168	8.8	452	23.7
Home Repairs	198	10.4	75	3.9	273	14.3
Building Trades	200	10.5	98	5.2	298	15.7
Industrial, Technical Skills	175	9.2	93	4.9	268	14.1
Protective Services	90	4.7	10	0.5	100	5.2
Service Occupations	113	5.9	27	1.4	140	7.3
Business Skills	169	8.9	112	5.9	281	14.8
Computer Science	100	5.3	17	0.9	117	6.2
Investment	120	6.3	19	1.0	139	7.3
Management Skills	127	6.7	28	1.5	155	8.2
Sales and Advertising	84	4.4	17	0.9	101	5.3
Travel	188	9.9	37	1.9	225	11.8
Arts and Crafts	226	11.9	72	3.8	298	15.7
Performing Arts	101	5.3	22	1.2	123	6.5
Health and Safety	201	10.6	20	1.1	221	11.7
Occult Sciences	72	3.8	13	0.7	85	4.5
Driving, Flight Training	202	10.6	55	2.9	257	13.5
Gardening	263	13.8	56	2.9	319	16.7
Home Decorating	242	12.7	49	2.6	291	15.3
Sewing	264	13.9	94	4.9	358	18.8
Cooking	244	12.8	57	3.0	301	15.8
Parent Education	150	7.9	27	1.4	177	9.3
Retirement Planning	160	8.4	28	1.5	188	9.9
Consumer Education	120	6.3	16	0.8	136	7.1
Architecture	47	2.5	17	0.9	64	3.4
Engineering	87	4.6	25	1.3	112	5.9
Education	80	4.2	12	0.6	92	4.8
Law	137	7.2	21	1.1	158	8.3
Nursing	143	7.5	58	3.1	201	10.6
Agriculture	107	5.6	27	1.4	134	7.0
Religion	119	6.3	23	1.2	142	7.5
History, Govt., Current Events	78	4.1	9	0.5	87	4.6
Foreign Languages	123	6.5	17	0.9	140	7.4
Science and Math	87	4.6	7	0.4	94	5.0
Psychology, Human Behavior	124	6.5	22	1.2	146	7.7
Social Sciences	74	3.9	8	0.4	82	4.3
Humanities	79	4.2	7	0.4	86	4.6
Nature Study	87	4.6	21	1.1	108	5.7
Physical Fitness	203	10.7	21	1.1	224	11.8
Sports and Games	192	10.1	40	2.1	232	12.2

Table F-5

Learning Interests: Some High School (N=4,038)

SUBJECT	Interest-Not First Choice N	Interest-Not First Choice %	First Choice Interest N	First Choice Interest %	Total With Interest N	Total With Interest %
High School Equivalency	897	22.2	501	12.4	1398	34.6
Citizenship, English as a Second Language	87	2.2	31	0.8	118	3.0
Basic Education	376	9.3	66	1.6	442	10.9
Home Repairs	509	12.6	62	1.5	571	14.1
Building Trades	433	10.7	215	5.3	648	16.0
Industrial, Technical Skills	462	11.4	194	4.8	656	16.2
Protective Services	229	5.7	56	1.4	285	7.1
Service Occupations	280	6.9	64	1.6	344	8.5
Business Skills	654	16.2	216	5.3	870	21.5
Computer Science	353	8.7	57	1.4	410	10.1
Investment	366	9.1	37	0.9	403	10.0
Management Skills	319	7.9	70	1.7	389	9.6
Sales and Advertising	210	5.2	50	1.2	260	6.4
Travel	485	12.0	63	1.6	548	13.6
Arts and Crafts	853	21.1	222	5.5	1075	26.6
Performing Arts	401	9.9	55	1.4	456	11.3
Health and Safety	537	13.3	47	1.2	584	14.5
Occult Sciences	302	7.5	32	0.8	334	8.3
Driving, Flight Training	549	13.6	137	3.4	686	17.0
Gardening	635	15.7	88	2.2	723	17.9
Home Decorating	742	18.4	112	2.8	854	21.2
Sewing	769	19.0	147	3.6	916	22.6
Cooking	647	16.0	96	2.4	743	18.4
Parent Education	473	11.7	64	1.6	537	13.3
Retirement Planning	324	8.0	47	1.2	371	9.2
Consumer Education	337	8.3	31	0.8	368	9.1
Architecture	122	3.0	28	0.7	150	3.7
Engineering	225	5.6	49	1.2	274	6.8
Education	209	5.2	43	1.1	252	6.3
Law	439	10.9	54	1.3	493	12.2
Nursing	312	7.7	202	5.0	514	12.7
Agriculture	208	5.2	72	1.8	280	7.0
Religion	273	6.8	35	0.9	308	7.7
History, Govt., Current Events	221	5.5	26	0.6	247	6.1
Foreign Languages	362	9.0	30	0.7	392	9.7
Science and Math	238	5.9	28	0.7	266	6.6
Psychology, Human Behavior	540	13.4	64	1.6	604	15.0
Social Sciences	299	7.4	42	1.0	341	8.4
Humanities	297	7.4	31	0.8	328	8.2
Nature Study	315	7.8	39	1.0	354	8.8
Physical Fitness	809	20.0	70	1.7	879	21.7
Sports and Games	675	16.7	87	2.2	762	18.9

Table F-6

Learning interests: High School Graduate or G.E.D. (N=6,006)

SUBJECT	Interest-Not First Choice		First Choice Interest		Total With Interest	
	N	%	N	%	N	%
High School Equivalency	103	1.7	19	0.3	122	2.0
Citizenship, English as a Second Language	59	1.0	24	0.4	83	1.4
Basic Education	216	3.6	23	0.4	239	4.0
Home Repairs	917	15.3	211	3.5	1128	18.8
Building Trades	766	12.8	273	4.5	1039	17.3
Industrial, Technical Skills	666	11.1	259	4.3	925	15.4
Protective Services	282	4.7	62	1.0	344	5.7
Service Occupations	411	6.8	87	1.4	498	8.2
Business Skills	1091	18.2	504	8.4	1595	26.6
Computer Science	608	10.1	155	2.6	763	12.7
Investment	739	12.3	86	1.4	825	13.7
Management Skills	661	11.0	156	2.6	817	13.6
Sales and Advertising	487	8.1	69	1.1	556	9.2
Travel	996	16.6	165	2.7	1161	19.3
Arts and Crafts	1521	25.3	456	7.6	1977	32.9
Performing Arts	645	10.7	110	1.8	755	12.5
Health and Safety	753	12.5	76	1.3	829	13.8
Occult Sciences	481	8.0	68	1.1	549	9.1
Driving, Flight Training	649	10.8	121	2.0	770	12.8
Gardening	1249	20.8	120	2.0	1369	22.8
Home Decorating	1494	24.9	188	3.1	1682	28.0
Sewing	1288	21.4	233	3.9	1521	25.3
Cooking	1093	18.2	119	2.0	1212	20.2
Parent Education	740	12.3	131	2.2	871	14.5
Retirement Planning	613	10.2	59	1.0	672	11.2
Consumer Education	575	9.6	54	0.9	629	10.5
Architecture	222	3.7	38	0.6	260	4.3
Engineering	312	5.2	92	1.5	404	6.7
Education	367	6.1	94	1.6	461	7.7
Law	774	12.9	90	1.5	864	14.4
Nursing	390	6.5	269	4.5	659	11.0
Agriculture	271	4.5	78	1.3	349	5.8
Religion	390	6.5	57	0.9	447	7.4
History, Govt.,Current Events	365	6.1	37	0.6	402	6.7
Foreign Languages	567	9.4	58	1.0	625	10.4
Science and Math	284	4.7	41	0.7	325	5.4
Psychology, Human Behavior	937	15.6	209	3.5	1146	13.1
Social Sciences	473	7.9	90	1.5	563	9.4
Humanities	503	8.4	57	0.9	560	9.3
Nature Study	528	8.8	57	0.9	585	9.7
Physical Fitness	1499	25.0	168	2.8	1667	27.8
Sports and Games	1351	22.5	139	2.3	1490	24.8

Table F-7

Learning Interests: Some College, Business or Trade School (N=4,578)

SUBJECT	Interest-Not First Choice		First Choice Interest		Total With Interest	
	N	%	N	%	N	%
High School Equivalency	65	1.4	26	0.6	91	2.0
Citizenship, English as a Second Language	38	0.8	12	0.3	50	1.1
Basic Education	128	2.8	8	0.2	136	3.0
Home Repairs	799	17.5	103	2.2	902	19.7
Building Trades	599	13.1	154	3.4	753	16.5
Industrial, Technical Skills	516	11.3	138	3.0	654	14.3
Protective Services	245	5.4	51	1.1	296	6.5
Service Occupations	265	5.8	24	0.5	289	6.3
Business Skills	760	16.6	201	4.4	961	21.0
Computer Science	540	11.8	108	2.4	648	14.2
Investment	772	16.9	120	2.6	892	19.5
Management Skills	599	13.1	161	3.5	760	16.6
Sales and Advertising	478	10.4	74	1.6	552	12.0
Travel	926	20.2	132	2.9	1058	23.1
Arts and Crafts	1407	30.7	400	8.7	1807	39.4
Performing Arts	800	17.5	149	3.3	949	20.8
Health and Safety	650	14.2	40	0.9	690	15.1
Occult Sciences	549	12.0	55	1.2	604	13.2
Driving, Flight Training	499	10.9	63	1.4	562	12.3
Gardening	1156	25.3	72	1.6	1228	26.9
Home Decorating	1157	25.3	145	3.2	1302	28.5
Sewing	979	21.4	129	2.8	1108	24.2
Cooking	911	19.9	79	1.7	990	21.6
Parent Education	645	14.1	83	1.8	728	15.9
Retirement Planning	458	10.0	46	1.0	504	11.0
Consumer Education	568	12.4	45	1.0	613	13.4
Architecture	254	5.5	32	0.7	286	6.2
Engineering	241	5.3	64	1.4	305	6.7
Education	419	9.2	109	2.4	528	11.6
Law	811	17.7	135	2.9	946	20.6
Nursing	349	7.6	208	4.5	557	12.1
Agriculture	227	5.0	44	1.0	271	6.0
Religion	348	7.6	54	1.2	402	8.8
History, Govt.,Current Events	482	10.5	59	1.3	541	11.8
Foreign Languages	666	14.5	71	1.6	737	16.1
Science and Math	325	7.1	46	1.0	371	8.1
Psychology, Human Behavior	990	21.6	210	4.6	1200	26.2
Social Sciences	624	13.6	93	2.0	717	15.6
Humanities	762	16.6	97	2.1	859	18.7
Nature Study	593	13.0	44	1.0	637	14.0
Physical Fitness	1416	30.9	119	2.6	1535	33.5
Sports and Games	1312	28.7	140	3.1	1452	31.8

Table F-8

Learning Interests: College Graduate or More (N=3,740)

SUBJECT	Interest-Not First Choice N	Interest-Not First Choice %	First Choice Interest N	First Choice Interest %	Total With Interest N	Total With Interest %
High School Equivalency	20	0.5	10	0.3	30	0.8
Citizenship, English as a Second Language	22	0.6	5	0.1	27	0.7
Basic Education	42	1.1	6	0.2	48	1.3
Home Repairs	896	24.0	146	3.9	1042	27.9
Building Trades	616	16.5	133	3.6	749	20.1
Industrial, Technical Skills	482	12.9	80	2.1	562	15.0
Protective Services	104	2.8	9	0.2	113	3.0
Service Occupations	125	3.3	7	0.2	132	3.5
Business Skills	407	10.9	65	1.7	472	12.6
Computer Science	380	10.2	70	1.9	450	12.1
Investment	760	20.3	106	2.8	866	23.1
Management Skills	425	11.4	97	2.6	522	14.0
Sales and Advertising	293	7.8	33	0.9	326	8.7
Travel	895	23.9	113	3.0	1008	26.9
Arts and Crafts	1218	32.6	391	10.5	1609	43.1
Performing Arts	764	20.4	128	3.4	892	23.8
Health and Safety	465	12.4	18	0.5	483	12.9
Occult Sciences	418	11.2	27	0.7	445	11.9
Driving, Flight Training	371	9.9	48	1.3	419	11.2
Gardening	1034	27.6	90	2.4	1124	30.0
Home Decorating	769	20.6	71	1.9	840	22.5
Sewing	636	17.0	86	2.3	722	19.3
Cooking	734	19.6	49	1.3	783	20.9
Parent Education	516	13.8	55	1.5	571	15.3
Retirement Planning	436	11.7	55	1.5	491	13.2
Consumer Education	510	13.6	32	0.9	542	14.5
Architecture	209	5.6	26	0.7	235	6.3
Engineering	142	3.8	37	1.0	179	4.8
Education	547	14.6	186	5.0	733	19.6
Law	760	20.3	97	2.6	857	22.9
Nursing	130	3.5	39	1.0	169	4.5
Agriculture	201	5.4	30	0.8	231	6.2
Religion	376	10.1	43	1.1	419	11.2
History, Govt.,Current Events	545	14.6	62	1.7	607	16.3
Foreign Languages	629	16.8	104	2.8	733	19.6
Science and Math	252	6.7	33	0.9	285	7.6
Psychology, Human Behavior	696	18.6	153	4.1	849	22.7
Social Sciences	538	14.4	76	2.0	614	16.4
Humanities	841	22.5	145	3.9	986	26.4
Nature Study	627	16.8	54	1.4	681	18.2
Physical Fitness	1169	31.3	137	3.7	1306	35.0
Sports and Games	1271	34.0	191	5.1	1462	39.1

Table F-9

Learning Interests: Age Under 25 Years (N=4,018)

SUBJECT	Interest-Not First Choice		First Choice Interest		Total With Interest	
	N	%	N	%	N	%
High School Equivalency	419	10.4	244	6.1	663	16.5
Citizenship, English as a Second Language	75	1.9	19	0.5	94	2.4
Basic Education	282	7.0	52	1.3	334	8.3
Home Reparis	593	14.8	65	1.6	658	16.4
Building Trades	617	15.4	198	4.9	815	20.3
Industrial, Technical Skills	627	15.6	232	5.8	859	21.4
Protective Services	300	7.5	62	1.5	362	9.0
Service Occupations	295	7.3	52	1.3	347	8.6
Business Skills	733	18.2	254	6.3	987	24.5
Computer Science	504	12.5	102	2.5	606	15.0
Investment	526	13.1	48	1.2	574	14.3
Management Skills	463	11.5	101	2.5	564	14.0
Sales and Advertising	325	8.1	38	0.9	363	9.0
Travel	795	19.8	79	2.0	874	21.8
Arts and Crafts	1129	28.1	245	6.1	1374	34.2
Performing Arts	613	15.3	142	3.5	755	18.8
Health and Safety	696	17.3	48	1.2	744	18.5
Occult Sciences	527	13.1	43	1.1	570	14.2
Driving, Flight Training	734	18.3	142	3.5	876	21.8
Gardening	656	16.3	35	0.9	691	17.2
Home Decorating	748	18.6	80	2.0	828	20.6
Sewing	734	18.3	88	2.2	822	20.5
Cooking	813	20.2	59	1.5	872	21.7
Parent Education	655	16.3	69	1.7	724	18.0
Retirement Planning	206	5.1	11	0.3	217	5.4
Consumer Education	461	11.5	32	0.8	493	12.3
Architecture	293	7.3	39	1.0	332	8.3
Engineering	332	8.3	78	1.9	410	10.2
Education	374	9.3	76	1.9	450	11.2
Law	612	15.2	100	2.5	712	17.7
Nursing	313	7.8	191	4.8	504	12.6
Agriculture	278	6.9	64	1.6	342	8.5
Religion	226	5.6	25	0.6	251	6.2
History, Govt.,Current Events	285	7.1	18	0.4	303	7.5
Foreign Languages	508	12.6	35	0.9	543	13.5
Science and Math	308	7.7	53	1.3	361	9.0
Psychology, Human Behavior	729	18.1	121	3.0	850	21.1
Social Sciences	462	11.5	73	1.8	535	13.3
Humanities	457	11.4	39	1.0	496	12.4
Nature Study	484	12.0	59	1.5	543	13.5
Physical Fitness	1231	30.6	118	2.9	1349	33.5
Sports and Games	1117	27.8	115	2.9	1232	30.7

Table F-10

Learning Interests: Age 25-34 Years (N=5,270) .

SUBJECT	Interest-Not First Choice		First Choice Interest		Total With Interest	
	N	%	N	%	N	%
High School Equivalency	392	7.4	211	4.0	603	11.4
Citizenship, English as a Second Language	100	1.9	53	1.0	153	2.9
Basic Education	285	5.4	77	1.5	362	6.9
Home Repairs	994	18.9	143	2.7	1137	21.6
Building Trades	759	14.4	257	4.9	1014	19.3
Industrial, Technical Skills	636	12.1	190	3.6	826	15.7
Protective Services	260	4.9	55	1.0	315	5.9
Service Occupations	376	7.1	59	1.1	435	8.2
Business Skills	823	15.6	322	6.1	1145	21.7
Computer Science	561	10.6	95	1.8	656	12.4
Investment	709	13.5	67	1.3	776	14.8
Management Skills	602	11.4	147	2.8	749	14.2
Sales and Advertising	446	8.5	68	1.3	514	9.8
Travel	839	15.9	73	1.4	912	17.3
Arts and Crafts	1523	28.9	406	7.7	1929	36.6
Performing Arts	806	15.3	113	2.1	919	17.4
Health and Safety	861	16.3	58	1.1	919	17.4
Occult Sciences	585	11.1	60	1.0	645	12.1
Driving, Flight Training	661	12.5	97	1.8	758	14.3
Gardening	1302	24.7	104	2.0	1406	26.7
Home Decorating	1323	25.1	162	3.1	1485	28.2
Sewing	1130	21.4	178	3.4	1308	24.8
Cooking	1069	20.3	97	1.8	1166	22.1
Parent Education	905	17.2	144	2.7	1049	19.9
Retirement Planning	359	6.8	25	0.5	384	7.3
Consumer Education	646	12.3	59	1.1	705	13.4
Architecture	275	5.2	38	0.7	313	5.9
Engineering	248	4.7	69	1.3	317	6.0
Education	529	10.0	163	3.1	692	13.1
Law	836	15.9	98	1.9	934	17.8
Nursing	396	7.5	230	4.4	626	11.9
Agriculture	304	5.8	70	1.3	374	7.1
Religion	406	7.7	49	0.9	455	8.6
History, Govt.,Current Events	456	8.7	39	0.7	485	9.4
Foreign Languages	661	12.5	79	1.5	740	14.0
Science and Math	351	6.7	42	0.8	393	7.5
Psychology, Human Behavior	1035	19.6	181	3.4	1216	23.0
Social Sciences	656	12.4	76	1.4	732	13.8
Humanities	689	13.1	72	1.4	761	14.5
Nature Study	653	12.4	46	0.9	699	13.3
Physical Fitness	1574	29.9	179	3.4	1753	33.3
Sports and Games	1409	26.7	146	2.8	1555	29.5

Table F-11

Learning Interests: Age 35-44 Years (N=4,655)

SUBJECT	Interest-Not First Choice N	Interest-Not First Choice %	First Choice Interest N	First Choice Interest %	Total With Interest N	Total With Interest %
High School Equivalency	285	6.1	169	3.6	454	9.7
Citizenship, English as a Second Language	59	1.3	25	0.5	84	1.8
Basic Education	235	5.0	62	1.3	297	6.3
Home Repairs	815	17.5	165	3.5	980	21.0
Building Trades	617	13.3	205	4.4	822	17.7
Industrial, Technical Skills	516	11.1	155	3.3	671	14.4
Protective Services	199	4.3	30	0.6	229	4.9
Service Occupations	290	6.2	58	1.2	348	7.4
Business Skills	761	16.3	268	5.8	1029	22.1
Computer Science	465	10.0	114	2.4	579	12.4
Investment	691	14.8	95	2.0	786	16.8
Management Skills	535	11.5	131	2.8	666	14.3
Sales and Advertising	411	8.8	63	1.4	474	10.2
Travel	779	16.7	118	2.5	897	19.2
Arts and Crafts	1168	25.1	295	6.3	1463	31.4
Performing Arts	606	13.0	95	2.0	701	15.0
Health and Safety	554	11.9	39	0.8	593	12.7
Occult Sciences	367	7.9	40	0.9	407	8.8
Driving, Flight Training	457	9.8	94	2.0	551	11.8
Gardening	1020	21.9	83	1.8	1103	23.7
Home Decorating	1097	23.6	146	3.1	1243	26.7
Sewing	930	20.0	143	3.1	1073	23.1
Cooking	800	17.2	81	1.7	881	18.9
Parent Education	590	12.7	88	1.9	678	14.6
Retirement Planning	494	10.6	32	0.7	526	11.3
Consumer Education	516	11.1	38	0.8	554	11.9
Architecture	143	3.1	31	0.7	174	3.8
Engineering	219	4.7	61	1.3	280	6.0
Education	396	8.5	119	2.6	515	11.1
Law	720	15.5	89	1.9	809	17.4
Nursing	293	6.3	207	4.4	500	10.7
Agriculture	223	4.8	44	0.9	267	5.7
Religion	400	8.6	47	1.0	447	9.6
History, Govt.,Current Events	428	9.2	36	0.8	464	10.0
Foreign Languages	565	12.1	65	1.4	630	13.5
Science and Math	272	5.8	22	0.5	294	6.3
Psychology, Human Behavior	817	17.6	190	4.1	1007	21.7
Social Sciences	480	10.3	83	1.8	563	12.1
Humanities	621	13.3	88	1.9	709	15.2
Nature Study	476	10.2	40	0.9	516	11.1
Physical Fitness	1197	25.7	108	2.3	1305	28.0
Sports and Games	1140	24.5	121	2.6	1261	27.1

Table F-12

Learning Interests: Age 45-54 Years (N=3,204)

SUBJECT	Interest-Not First Choice N	Interest-Not First Choice %	First Choice Interest N	First Choice Interest %	Total With Interest N	Total With Interest %
High School Equivalency	174	5.4	87	2.7	261	8.1
Citizenship, English as a Second Language	33	1.0	21	0.7	54	1.7
Basic Education	129	4.0	44	1.4	173	5.4
Home Repairs	543	16.9	112	3.5	655	20.4
Building Trades	363	11.3	115	3.6	478	14.9
Industrial, Technical Skills	312	9.7	108	3.4	420	13.1
Protective Services	108	3.4	24	0.7	132	4.1
Service Occupations	139	4.3	19	0.6	158	4.9
Business Skills	467	14.6	161	5.0	628	19.6
Computer Science	275	8.6	63	2.0	338	10.6
Investment	489	15.3	88	2.7	577	18.0
Management Skills	331	10.3	98	3.1	429	13.4
Sales and Advertising	246	7.7	44	1.4	290	9.1
Travel	591	18.4	110	3.4	701	21.8
Arts and Crafts	747	23.3	236	7.4	983	30.7
Performing Arts	382	11.9	47	1.5	429	13.4
Health and Safety	255	8.0	32	1.0	287	9.0
Occult Sciences	198	6.2	33	1.0	231	7.2
Driving, Flight Training	251	7.8	56	1.7	307	9.5
Gardening	664	20.7	69	2.2	733	22.9
Home Decorating	681	21.3	87	2.7	768	24.0
Sewing	550	17.2	125	3.9	675	21.1
Cooking	507	15.8	84	2.6	591	18.4
Parent Education	223	7.0	42	1.3	265	8.3
Retirement Planning	550	17.2	75	2.3	625	19.5
Consumer Education	273	8.5	28	0.9	301	9.4
Architecture	90	2.8	22	0.7	112	3.5
Engineering	134	4.2	37	1.2	171	5.4
Education	217	6.8	62	1.9	279	8.7
Law	467	14.6	68	2.1	535	16.7
Nursing	189	5.9	81	2.5	270	8.4
Agriculture	107	3.3	45	1.4	152	4.7
Religion	252	7.9	40	1.2	292	9.1
History, Govt.,Current Events	278	8.7	54	1.7	332	10.4
Foreign Languages	336	10.5	50	1.6	382	12.1
Science and Math	142	4.4	20	0.6	162	5.0
Psychology, Human Behavior	435	13.6	100	3.1	535	16.7
Social Sciences	230	7.2	42	1.3	272	8.5
Humanities	396	12.4	68	2.1	464	14.5
Nature Study	284	8.9	35	1.1	319	10.0
Physical Fitness	659	20.6	57	1.8	716	22.4
Sports and Games	703	21.9	116	3.6	819	25.5

Table F-13

Learning Interests: Age 55 Years and Over (N=2,472)

SUBJECT	Interest-Not First Choice N	Interest-Not First Choice %	First Choice Interest N	First Choice Interest %	Total With Interest N	Total With Interest %
High School Equivalency	81	3.3	36	1.5	117	4.8
Citizenship, English Second Language	25	1.0	10	0.4	35	1.4
Basic Education	68	2.8	26	1.1	94	3.9
Home Repairs	281	11.4	88	3.6	369	15.0
Building Trades	191	7.7	68	2.8	259	10.5
Industrial, Technical Skills	143	5.8	60	2.4	203	8.2
Protective Services	54	2.2	10	0.4	64	2.6
Service Occupations	64	2.6	8	0.3	72	2.9
Business Skills	183	7.4	64	2.6	247	10.0
Computer Science	105	4.2	12	0.5	117	4.7
Investment	258	10.4	60	2.4	318	12.8
Management Skills	130	5.3	23	0.9	153	6.2
Sales and Advertising	83	3.4	16	0.6	99	4.0
Travel	388	15.7	104	4.2	492	19.9
Arts and Crafts	497	20.1	316	12.8	813	32.9
Performing Arts	220	8.9	54	2.2	274	11.1
Health and Safety	152	6.1	15	0.6	167	6.7
Occult Sciences	96	3.9	12	0.5	108	4.4
Driving, Flight Training	99	4.0	28	1.1	127	5.1
Gardening	544	22.0	119	4.8	663	26.8
Home Decorating	419	16.9	70	2.8	489	19.7
Sewing	453	18.3	144	5.8	597	24.1
Cooking	333	13.5	55	2.2	388	15.7
Parent Education	69	2.8	9	0.4	78	3.2
Retirement Planning	312	12.6	79	3.2	391	15.8
Consumer Education	154	6.2	14	0.6	168	6.8
Architecture	33	1.3	2	0.1	35	1.4
Engineering	42	1.7	13	0.5	55	2.2
Education	68	2.8	16	0.6	84	3.4
Law	217	8.8	36	1.5	253	10.3
Nursing	86	3.5	38	1.5	124	5.0
Agriculture	59	2.4	20	0.8	79	3.2
Religion	181	7.3	40	1.6	221	8.9
History, Govt., Current Events	186	7.5	37	1.5	223	9.0
Foreign Languages	199	8.1	39	1.6	238	9.7
Science and Math	66	2.7	9	0.4	75	3.1
Psychology, Human Behavior	186	7.5	49	2.0	235	9.5
Social Sciences	116	4.7	23	0.9	139	5.6
Humanities	235	9.5	57	2.3	292	11.8
Nature Study	192	7.8	26	1.1	218	8.9
Physical Fitness	317	12.8	40	1.6	357	14.4
Sports and Games	337	13.6	75	3.0	412	16.6

Table F-14

Learning Interests: Retired, 55 and Over (N=1,131)

SUBJECT	Interest-Not First Choice N	Interest-Not First Choice %	First Choice Interest N	First Choice Interest %	Total With Interest N	Total With Interest %
High School Equivalency	35	3.1	11	1.0	46	4.1
Citizenship, English Second Language	13	1.2	3	0.3	16	1.5
Basic Education	25	2.2	7	0.6	32	2.8
Home Repairs	129	11.5	45	4.0	174	15.5
Building Trades	81	7.2	23	2.0	104	9.2
Industrial, Technical Skills	56	5.0	16	1.4	72	6.4
Protective Services	28	2.5	6	0.5	34	3.0
Service Occupations	21	1.9	1	0.1	22	2.0
Business Skills	63	5.6	14	1.2	77	6.8
Computer Science	24	2.1	4	0.4	28	2.5
Investment	87	7.7	19	1.7	106	9.4
Management Skills	37	3.3	5	0.4	42	3.7
Sales and Advertising	18	1.6	6	0.5	24	2.1
Travel	164	14.6	55	4.9	219	19.5
Arts and Crafts	221	19.7	164	14.6	385	34.3
Performing Arts	97	8.6	25	2.2	122	10.8
Health and Safety	59	5.2	8	0.7	67	5.9
Occult Sciences	43	3.8	4	0.4	47	4.2
Driving, Flight Training	24	2.1	6	0.5	30	2.6
Gardening	237	21.1	69	6.1	306	27.2
Home Decorating	162	14.4	30	2.7	192	17.1
Sewing	196	17.4	65	5.8	261	23.2
Cooking	144	12.8	26	2.3	170	15.1
Parent Education	17	1.5	2	0.2	19	1.7
Retirement Planning	84	7.5	20	1.8	104	9.3
Consumer Education	59	5.2	6	0.5	65	5.7
Architecture	13	1.2	0	0	13	1.2
Engineering	14	1.2	5	0.4	19	1.6
Education	15	1.3	6	0.5	21	1.8
Law	86	7.7	12	1.1	98	8.8
Nursing	21	1.9	14	1.2	35	3.1
Agriculture	27	2.4	6	0.5	33	2.9
Religion	100	8.9	19	1.7	119	10.6
History, Govt., Current Events	88	7.8	25	2.2	113	10.0
Foreign Languages	76	6.8	17	1.5	93	8.3
Science and Math	21	1.9	4	0.4	25	2.3
Psychology, Human Behavior	68	6.0	20	1.8	88	7.8
Social Sciences	40	3.6	8	0.7	48	4.3
Humanities	109	9.7	24	2.1	133	11.8
Nature Study	81	7.2	14	1.2	95	8.4
Physical Fitness	108	9.6	21	1.9	129	11.5
Sports and Games	147	13.1	37	3.3	184	16.4

Table F-15

Learning Interests: Preretirement (N=4,471)

SUBJECT	Interest-Not First Choice N	Interest-Not First Choice %	First Choice Interest N	First Choice Interest %	Total With Interest N	Total With Interest %
High School Equivalency	205	4.6	109	2.5	314	7.1
Citizenship, English Second Language	44	1.0	26	0.6	70	1.6
Basic Education	165	3.7	60	1.4	225	5.1
Home Repairs	685	15.5	147	3.3	832	18.8
Building Trades	463	10.5	156	3.5	619	14.0
Industrial, Technical Skills	382	8.6	150	3.4	532	12.0
Protective Services	128	2.9	28	0.6	156	3.5
Service Occupations	177	4.0	23	0.5	200	4.5
Business Skills	570	12.9	205	4.6	775	17.5
Computer Science	342	7.7	68	1.5	410	9.2
Investment	646	14.6	124	2.8	770	17.4
Management Skills	414	9.4	111	2.5	525	11.9
Sales and Advertising	301	6.8	53	1.2	354	8.0
Travel	797	18.0	152	3.4	949	21.4
Arts and Crafts	1004	22.7	378	8.5	1382	31.5
Performing Arts	485	11.0	74	1.7	559	12.7
Health and Safety	341	7.7	34	0.8	375	8.5
Occult Sciences	248	5.6	41	0.9	289	6.5
Driving, Flight Training	316	7.1	77	1.7	393	8.8
Gardening	945	21.4	114	2.6	1059	24.0
Home Decorating	919	20.8	123	2.8	1042	23.6
Sewing	785	17.8	201	4.5	986	22.3
Cooking	678	16.3	107	2.4	785	17.7
Parent Education	270	6.1	45	1.0	315	7.1
Retirement Planning	762	17.2	131	3.0	893	20.2
Consumer Education	357	8.1	33	0.7	390	8.8
Architecture	106	2.4	22	0.5	128	2.9
Engineering	154	3.5	45	1.0	199	4.5
Education	259	5.9	71	1.6	330	7.5
Law	581	13.1	85	1.9	666	15.0
Nursing	245	5.5	100	2.3	345	7.8
Agriculture	133	3.0	57	1.3	190	4.3
Religion	320	7.2	58	1.3	378	8.5
History, Govt., Current Events	367	8.3	64	1.4	431	9.7
Foreign Languages	446	10.1	71	1.6	518	11.7
Science and Math	181	4.1	23	0.5	204	4.6
Psychology, Human Behavior	536	12.1	127	2.9	663	15.0
Social Sciences	299	6.8	55	1.2	354	8.0
Humanities	510	11.5	98	2.2	608	13.7
Nature Study	387	8.8	46	1.0	433	9.8
Physical Fitness	849	19.2	75	1.7	924	20.9
Sports and Games	875	19.8	153	3.5	1028	23.3

Table F-16

Learning Interests: Males (N=7,870)

SUBJECT	Interest-Not First Choice N	Interest-Not First Choice %	First Choice Interest N	First Choice Interest %	Total With Interest N	Total With Interest %
High School Equivalency	590	7.5	283	3.6	873	11.1
Citizenship, English Second Language	131	1.7	60	0.8	191	2.5
Basic Education	414	5.3	118	1.5	532	6.8
Home Repairs	1920	24.4	449	5.7	2369	30.1
Building Trades	1978	25.1	789	10.0	2767	35.1
Industrial, Technical Skills	1761	22.4	667	8.5	2428	30.9
Protective Services	559	7.1	140	1.8	699	8.9
Service Occupations	234	3.0	26	0.3	260	3.3
Business Skills	694	8.8	174	2.2	868	11.0
Computer Science	707	9.0	160	2.0	867	11.0
Investment	1228	15.6	182	2.3	1410	17.9
Management Skills	1065	13.5	302	3.8	1367	17.3
Sales and Advertising	625	7.9	101	1.3	726	9.2
Travel	1056	13.4	138	1.8	1194	15.2
Arts and Crafts	1231	15.6	279	3.5	1510	19.1
Performing Arts	627	8.0	142	1.8	769	9.8
Health and Safety	729	9.3	44	0.6	773	9.9
Occult Sciences	514	6.5	67	0.9	581	7.4
Driving, Flight Training	1453	18.5	315	4.0	1768	22.5
Gardening	1158	14.7	116	1.5	1274	16.2
Home Decorating	444	5.6	36	0.5	480	6.1
Sewing	225	2.9	37	0.5	262	3.4
Cooking	598	7.6	58	0.7	656	8.3
Parent Education	577	7.3	74	0.9	651	8.2
Retirement Planning	850	10.8	113	1.4	963	12.2
Consumer Education	706	9.0	53	0.7	759	9.7
Architecture	500	6.4	95	1.2	595	7.6
Engineering	822	10.4	229	2.9	1051	13.3
Education	502	6.4	133	1.7	635	8.1
Law	1221	15.5	162	2.1	1383	17.6
Nursing	153	1.9	46	0.6	199	2.5
Agriculture	619	7.9	177	2.2	796	10.1
Religion	458	5.8	63	0.8	521	6.6
History, Govt., Current Events	695	8.8	82	1.0	777	9.8
Foreign Languages	702	8.9	76	1.0	778	9.9
Science and Math	571	7.3	80	1.0	651	8.3
Psychology, Human Behavior	899	11.4	153	1.9	1052	13.3
Social Sciences	617	7.8	79	1.0	696	8.8
Humanities	693	8.8	99	1.3	792	10.1
Nature Study	827	10.5	123	1.6	950	12.1
Physical Fitness	1739	22.1	199	2.5	1938	24.6
Sports and Games	2003	25.5	318	4.0	2321	29.5

Table F-17

Learning Interests: Females (N=12,000)

SUBJECT	Interest-Not First Choice N	Interest-Not First Choice %	First Choice Interest N	First Choice Interest %	Total With Interest N	Total With Interest %
High School Equivalency	771	6.4	470	3.9	1,241	10.3
Citizenship, English Second Lang.	172	1.4	71	0.6	243	2.0
Basic Education	609	5.1	142	1.2	751	6.3
Home Repairs	1,350	11.3	132	1.1	1,482	12.4
Building Trades	576	4.8	64	0.5	640	5.3
Industrial, Technical Skills	502	4.2	70	0.6	572	4.8
Protective Services	353	2.9	46	0.4	399	3.3
Service Occupations	939	7.8	166	1.4	1,105	9.2
Business Skills	2,333	19.4	916	7.6	3,249	27.0
Computer Science	1,223	10.2	236	2.0	1,459	12.2
Investment	1,482	12.3	177	1.5	1,659	13.8
Management Skills	1,010	8.4	199	1.7	1,209	10.1
Sales and Advertising	903	7.5	128	1.1	1,031	8.6
Travel	2,375	19.8	355	3.0	2,730	22.8
Arts and Crafts	3,916	32.6	1,247	10.4	5,163	43.0
Performing Arts	2,041	17.0	308	2.6	2,349	19.6
Health and Safety	1,825	15.2	143	1.2	1,968	16.4
Occult Sciences	1,267	10.6	125	1.0	1,392	11.6
Driving, Flight Training	767	6.4	98	0.8	865	7.2
Gardening	3,120	26.0	299	2.5	3,419	28.5
Home Decorating	3,902	32.5	514	4.3	4,416	36.8
Sewing	3,657	30.5	642	5.3	4,299	35.8
Cooking	2,974	24.8	321	2.7	3,295	27.5
Parent Education	1,898	15.8	276	2.3	2,174	18.1
Retirement Planning	1,104	9.2	110	0.9	1,214	10.1
Consumer Education	1,359	11.3	115	1.0	1,474	12.3
Architecture	339	2.8	41	0.3	380	3.1
Engineering	163	1.4	31	0.3	194	1.7
Education	1,102	9.2	306	2.5	1,408	11.7
Law	1,656	13.8	229	1.9	1,885	15.7
Nursing	1,143	9.5	715	6.0	1,858	15.5
Agriculture	363	3.0	68	0.6	431	3.6
Religion	1,025	8.5	142	1.2	1,167	9.7
History, Govt., Current Events	964	8.0	104	0.9	1,068	8.9
Foreign Languages	1,601	13.3	189	1.6	1,790	14.9
Science and Math	594	4.9	71	0.6	665	5.5
Psychology, Human Behavior	2,322	19.3	495	4.1	2,817	13.4
Social Sciences	1,361	11.3	226	1.9	1,587	13.2
Humanities	1,760	14.7	224	1.9	1,984	16.6
Nature Study	1,299	10.8	80	0.7	1,379	11.5
Physical Fitness	3,305	27.5	304	2.5	3,609	30.0
Sports and Games	2,746	22.9	266	2.2	3,012	25.1

Table F-18

Learning Interests: Full Time Homemaker (N=3,992)

SUBJECT	Interest-Not First Choice		First Choice Interest		Total With Interest	
	N	%	N	%	N	%
High School Equivalency	279	7.0	156	3.9	435	10.9
Citizenship, English Second Lang.	50	1.3	10	0.3	60	1.6
Basic Education	177	4.5	44	1.1	221	5.6
Home Repairs	423	10.7	41	1.0	464	11.7
Building Trades	138	3.5	13	0.3	151	3.8
Industrial, Technical Skills	103	2.6	12	0.3	115	2.9
Protective Services	104	2.6	9	0.2	113	2.8
Service Occupations	320	8.1	68	1.7	388	9.8
Business Skills	730	18.4	317	8.0	1,047	26.4
Computer Science	332	8.4	64	1.6	396	10.0
Investment	453	11.4	66	1.7	519	13.1
Management Skills	236	5.9	39	1.0	275	6.9
Sales and Advertising	267	6.7	41	1.0	308	7.7
Travel	719	18.1	79	2.0	798	20.1
Arts and Crafts	1,323	33.3	475	12.0	1,798	45.3
Performing Arts	640	16.1	70	1.8	710	17.9
Health and Safety	651	16.4	56	1.4	707	17.8
Occult Sciences	348	8.8	35	0.9	383	9.7
Driving, Flight Training	206	5.2	31	0.8	237	6.0
Gardening	1,167	29.4	122	3.1	1,289	32.5
Home Decorating	1,470	37.0	205	5.2	1,675	42.2
Sewing	1,322	33.3	253	6.4	1,575	39.7
Cooking	1,061	26.7	128	3.2	1,189	29.9
Parent Education	690	17.4	108	2.7	798	20.1
Retirement Planning	305	7.7	23	0.6	328	8.3
Consumer Education	455	11.5	40	1.0	495	12.5
Architecture	85	2.1	8	0.2	93	2.3
Engineering	27	0.7	3	0.1	30	0.8
Education	287	7.2	68	1.7	355	8.9
Law	482	12.1	61	1.5	543	13.6
Nursing	401	10.1	262	6.6	663	16.7
Agriculture	83	2.1	18	0.5	101	2.6
Religion	348	8.8	40	1.0	388	9.8
History, Govt., Current Events	315	7.9	33	0.8	348	8.7
Foreign Languages	492	12.4	49	1.2	541	13.6
Science and Math	157	4.0	11	0.3	168	4.3
Psychology, Human Behavior	770	19.4	148	3.7	918	23.1
Social Sciences	401	10.1	62	1.6	463	11.7
Humanities	560	14.1	79	2.0	639	16.1
Nature Study	406	10.2	17	0.4	423	10.6
Physical Fitness	1,065	26.8	95	2.4	1,160	29.2
Sports and Games	870	21.9	70	1.8	940	23.7

Table F-19

Learning Interests: Working Mothers--At Least One Pre-School Child (N=1,225)

SUBJECT	Interest-Not First Choice N	Interest-Not First Choice %	First Choice Interest N	First Choice Interest %	Total With Interest N	Total With Interest %
High School Equivalency	82	6.7	73	6.0	155	12.7
Citizenship, English Second Lang.	20	1.6	6	0.5	26	2.1
Basic Education	77	6.3	16	1.3	93	7.6
Home Repairs	158	12.9	14	1.1	172	14.0
Building Trades	80	6.5	7	0.6	87	7.1
Industrial, Technical Skills	67	5.5	4	0.3	71	5.8
Protective Services	52	4.2	2	0.2	54	4.4
Service Occupations	117	9.6	20	1.6	137	11.2
Business Skills	261	21.3	90	7.3	351	28.6
Computer Science	148	12.1	18	1.5	166	13.6
Investment	153	12.5	10	0.8	163	13.3
Management Skills	122	10.0	28	2.3	150	12.3
Sales and Advertising	124	10.1	17	1.4	141	11.5
Travel	201	16.4	24	2.0	225	18.4
Arts and Crafts	390	31.8	94	7.7	484	39.5
Performing Arts	209	17.1	27	2.2	236	19.3
Health and Safety	231	18.9	18	1.5	249	20.4
Occult Sciences	170	13.9	15	1.2	185	15.1
Driving, Flight Training	93	7.6	8	0.7	101	8.3
Gardening	347	28.3	21	1.7	368	30.0
Home Decorating	414	33.8	46	3.8	460	37.6
Sewing	397	32.4	54	4.4	451	36.8
Cooking	298	24.3	26	2.1	324	26.4
Parent Education	308	25.1	43	3.5	351	28.6
Retirement Planning	108	8.8	7	0.6	115	9.4
Consumer Education	198	16.2	13	1.1	211	17.3
Architecture	35	2.9	6	0.5	41	3.4
Engineering	25	2.0	4	0.3	29	2.3
Education	158	12.9	47	3.8	205	16.7
Law	180	14.7	29	2.4	209	17.1
Nursing	147	12.0	93	7.6	240	19.6
Agriculture	48	3.9	8	0.7	56	4.6
Religion	93	7.6	9	0.7	102	8.3
History, Govt., Current Events	105	8.6	10	0.8	115	9.4
Foreign Languages	149	12.2	18	1.5	167	13.7
Science and Math	92	7.5	10	0.8	102	8.3
Psychology, Human Behavior	262	21.4	55	4.5	317	25.9
Social Sciences	174	14.2	22	1.8	196	16.0
Humanities	204	16.7	14	1.1	218	17.8
Nature Study	137	11.2	12	1.0	149	12.2
Physical Fitness	387	31.6	38	3.1	425	34.7
Sports and Games	298	24.3	19	1.6	317	25.9

Table F-20

Learning Interests: Working Mothers--No Pre-School Children (N=2,085)

SUBJECT	Interest-Not First Choice N	Interest-Not First Choice %	First Choice Interest N	First Choice Interest %	Total With Interest N	Total With Interest %
High School Equivalency	104	5.0	64	3.1	168	8.1
Citizenship, English Second Lang.	29	1.4	4	0.2	33	1.6
Basic Education	91	4.4	15	0.7	106	5.1
Home Repairs	276	13.2	29	1.4	305	14.6
Building Trades	124	5.9	9	0.4	133	6.3
Industrial, Technical Skills	90	4.3	18	0.9	108	5.2
Protective Services	51	2.4	7	0.3	58	2.7
Service Occupations	165	7.9	26	1.2	191	9.1
Business Skills	476	22.8	171	8.2	647	31.0
Computer Science	259	12.4	47	2.3	306	14.7
Investment	310	14.9	31	1.5	341	16.4
Management Skills	226	10.8	51	2.4	277	13.2
Sales and Advertising	190	9.1	35	1.7	225	10.8
Travel	434	20.8	72	3.5	506	24.3
Arts and Crafts	719	34.5	181	8.7	900	43.2
Performing Arts	360	17.3	43	2.1	403	19.4
Health and Safety	275	13.2	12	0.6	287	13.8
Occult Sciences	217	10.4	26	1.2	243	11.6
Driving, Flight Training	123	5.9	17	0.8	140	6.7
Gardening	531	25.5	38	1.8	569	27.3
Home Decorating	759	36.4	85	4.1	834	40.5
Sewing	642	30.8	108	5.2	750	36.0
Cooking	498	23.9	56	2.7	554	26.6
Parent Education	313	15.0	47	2.3	360	17.3
Retirement Planning	282	13.5	24	1.2	306	14.7
Consumer Education	243	11.7	11	0.5	254	12.2
Architecture	53	2.5	7	0.3	60	2.8
Engineering	19	0.9	8	0.4	27	1.3
Education	233	11.2	84	4.0	317	15.2
Law	335	16.1	39	1.9	374	18.0
Nursing	187	9.0	118	5.7	305	14.7
Agriculture	50	2.4	15	0.7	65	3.1
Religion	204	9.8	21	1.0	225	10.8
History, Govt., Current Events	177	8.5	16	0.8	193	9.3
Foreign Languages	285	13.7	47	2.3	332	16.0
Science and Math	114	5.5	7	0.3	121	5.8
Psychology, Human Behavior	484	23.2	115	5.5	599	28.7
Social Sciences	266	12.8	40	1.9	306	14.7
Humanities	345	16.5	41	2.0	386	18.5
Nature Study	206	9.9	17	0.8	223	10.7
Physical Fitness	639	30.6	57	2.7	696	33.3
Sports and Games	552	26.5	54	2.6	606	29.1

Table F-21

Learning Interests: Women with Job Related Interests (N=4,831)

SUBJECT	Interest-Not First Choice		First Choice Interest		Total With Interest	
	N	%	N	%	N	%
High School Equivalency	483	10.0	333	6.9	816	16.9
Citizenship, English Second Lang.	102	2.1	46	1.0	148	3.1
Basic Education	368	7.6	79	1.6	447	9.2
Home Repairs	478	9.9	23	0.5	501	10.4
Building Trades	247	5.1	26	0.5	273	5.6
Industrial, Technical Skills	230	4.8	35	0.7	265	5.5
Protective Services	195	4.0	27	0.6	222	4.6
Service Occupations	451	9.3	116	2.4	567	11.7
Business Skills	1,132	23.4	724	15.0	1,856	38.4
Computer Science	656	13.6	199	4.1	855	17.7
Investment	647	13.4	68	1.4	715	14.8
Management Skills	562	11.6	161	3.3	723	14.9
Sales and Advertising	460	9.5	90	1.9	550	11.4
Travel	921	19.1	110	2.3	1,031	21.4
Arts and Crafts	1,542	31.9	189	3.9	1,731	35.8
Performing Arts	792	16.4	79	1.6	871	18.0
Health and Safety	865	17.9	54	1.1	919	19.0
Occult Sciences	546	11.3	25	0.5	571	11.8
Driving, Flight Training	377	7.8	41	0.8	418	8.6
Gardening	1,071	22.2	45	0.9	1,116	23.1
Home Decorating	1,535	31.8	135	2.8	1,670	34.6
Sewing	1,516	31.4	158	3.3	1,674	34.7
Cooking	1,137	23.5	85	1.8	1,222	25.3
Parent Education	942	19.5	81	1.7	1,023	21.2
Retirement Planning	476	9.9	30	0.6	506	10.5
Consumer Education	596	12.3	28	0.6	624	12.9
Architecture	165	3.4	23	0.5	188	3.9
Engineering	103	2.1	22	0.5	125	2.6
Education	552	11.4	246	5.1	798	16.5
Law	766	15.9	87	1.8	853	17.7
Nursing	619	12.8	576	11.9	1,195	24.7
Agriculture	168	3.5	42	0.9	210	4.4
Religion	412	8.5	41	0.8	453	9.3
History, Govt., Current Events	387	8.0	22	0.5	409	8.5
Foreign Languages	720	14.9	65	1.3	785	16.2
Science and Math	339	7.0	49	1.0	388	8.0
Psychology, Human Behavior	1,093	22.6	238	4.9	1,331	27.5
Social Sciences	680	14.1	116	2.4	796	16.5
Humanities	686	14.2	39	0.8	725	15.0
Nature Study	463	9.6	23	0.5	486	10.1
Physical Fitness	1,411	29.2	57	1.2	1,468	30.4
Sports and Games	1,091	22.6	60	1.2	1,151	23.8

Table F-22

Learning Interests: Hispanics (N=791)

SUBJECT	Interest-Not First Choice N	Interest-Not First Choice %	First Choice Interest N	First Choice Interest %	Total With Interest N	Total With Interest %
High School Equivalency	147	18.6	101	12.8	248	31.4
Citizenship, English Second Lang.	67	8.5	41	5.2	108	13.7
Basic Education	101	12.8	38	4.8	139	17.6
Home Repairs	76	9.6	24	3.0	100	12.6
Building Trades	71	9.0	36	4.6	107	13.6
Industrial, Technical Skills	72	9.1	56	7.1	128	16.2
Protective Services	37	4.7	11	1.4	48	6.1
Service Occupations	55	7.0	15	1.9	70	8.9
Business Skills	104	13.1	41	5.2	145	18.3
Computer Science	70	8.8	21	2.7	91	11.5
Investment	57	7.2	9	1.1	66	8.3
Management Skills	74	9.4	32	4.0	106	13.4
Sales and Advertising	47	5.9	6	0.8	53	6.7
Travel	100	12.6	24	3.0	124	15.6
Arts and Crafts	112	14.2	33	4.2	145	18.4
Performing Arts	77	9.7	13	1.6	90	11.3
Health and Safety	73	9.2	7	0.9	80	10.1
Occult Sciences	46	5.8	12	1.5	58	7.3
Driving, Flight Training	105	13.3	27	3.4	132	16.7
Gardening	85	10.7	7	0.9	92	11.6
Home Decorating	117	4.8	32	4.0	149	18.8
Sewing	112	14.2	32	4.0	144	18.2
Cooking	109	13.8	17	2.1	126	15.9
Parent Education	87	11.0	13	1.6	100	12.6
Retirement Planning	39	4.9	10	1.3	49	6.2
Consumer Education	80	10.1	6	0.8	86	10.9
Architecture	31	3.9	11	1.4	42	5.3
Engineering	41	5.2	35	3.2	76	8.4
Education	71	9.0	21	2.7	92	11.7
Law	74	9.4	13	1.6	87	11.0
Nursing	66	8.3	37	4.7	103	13.0
Agriculture	33	4.2	7	0.9	40	5.1
Religion	47	5.9	8	1.0	55	6.9
History, Govt., Current Events	43	5.4	4	0.5	47	5.9
Foreign Languages	104	13.1	25	3.2	129	16.3
Science and Math	42	5.3	10	1.3	52	6.6
Psychology, Human Behavior	106	13.4	19	2.4	125	15.8
Social Sciences	82	10.4	16	2.0	98	12.4
Humanities	67	8.5	3	0.4	70	8.9
Nature Study	46	5.8	5	0.6	51	6.4
Physical Fitness	144	8.2	12	1.5	156	9.7
Sports and Games	104	13.1	18	2.3	122	15.4

Table F-23

Learning Interests: Blacks (N=1,514)

SUBJECT	Interest-Not First Choice N	Interest-Not First Choice %	First Choice Interest N	First Choice Interest %	Total With Interest N	Total With Interest %
High School Equivalency	230	15.2	159	10.5	389	25.7
Citizenship, English Second Lang.	38	2.5	15	1.0	53	3.5
Basic Education	190	12.5	73	4.8	263	17.3
Home Repairs	177	11.7	30	2.0	207	13.7
Building Trades	152	10.0	54	3.6	206	13 6
Industrial, Technical Skills	151	10.0	58	3.8	209	13.8
Protective Services	84	5.5	13	0.9	97	6.4
Service Occupations	93	6.1	18	1.2	111	7.3
Business Skills	237	15.7	84	5.6	321	21.3
Computer Science	155	10.2	26	1.7	181	11.9
Investment	154	10.2	21	1.4	175	11.6
Management Skills	170	11.2	41	2.7	211	13.9
Sales and Advertising	87	5.7	18	1.2	105	6.9
Travel	187	12.4	28	1.8	215	14.2
Arts and Crafts	243	16.1	49	3.2	292	19.3
Performing Arts	179	11.8	35	2.3	214	14.1
Health and Safety	192	12.7	11	0.7	203	13.4
Occult Sciences	90	5.9	11	0.7	101	6.6
Driving, Flight Training	164	10.8	34	2.2	198	13.0
Gardening	225	14.9	18	1.2	243	16.1
Home Decorating	274	18.1	33	2.2	307	20.3
Sewing	308	20.3	55	3.6	363	23.9
Cooking	229	15.1	22	1.5	251	16.6
Parent Education	231	15.3	43	2.8	274	18.1
Retirement Planning	117	7.7	5	0.3	122	8.0
Consumer Education	145	9.6	12	0.8	157	10.4
Architecture	42	2.8	14	0.9	56	3.7
Engineering	75	5.0	23	1.5	98	6.5
Education	138	9.1	44	2.9	182	12.0
Law	217	14.3	27	1.8	244	16.1
Nursing	155	10.2	82	5.4	237	15.6
Agriculture	59	3.9	8	0.5	67	4.4
Religion	173	11.4	31	2.0	204	13.4
History, Govt., Current Events	113	7.5	7	0.5	120	8.2
Foreign Languages	170	11.2	15	1.0	185	12.2
Science and Math	127	8.4	11	0.7	138	9.1
Psychology, Human Behavior	250	16.5	37	2.4	287	18.9
Social Sciences	161	10.6	35	2.3	196	12.9
Humanities	137	9.0	16	1.1	153	10.1
Nature Study	82	5.4	9	0.6	91	6.0
Physical Fitness	318	21.0	28	1.8	346	22.8
Sports and Games	220	14.5	28	1.8	248	16.3

Table F-24

Learning Interests: Orientals (N=192)

SUBJECT	Interest-Not First Choice N	%	First Choice Interest N	%	Total With Interest N	%
High School Equivalency	14	7.3	9	4.7	23	12.0
Citizenship, English Second Lang.	19	9.9	28	14.6	47	25.5
Basic Education	20	10.4	3	1.6	23	12.0
Home Repairs	20	10.4	7	3.6	27	14.0
Building Trades	19	9.9	7	3.6	26	13.5
Industrial, Technical Skills	24	12.5	5	2.6	29	15.1
Protective Services	11	5.7	1	0.5	12	6.2
Service Occupations	16	8.3	0	0.0	16	8.3
Business Skills	26	13.5	8	4.2	34	17.7
Computer Science	21	10.9	3	1.6	24	12.5
Investment	22	11.5	4	2.1	26	13.6
Management Skills	16	8.3	2	1.0	18	9.3
Sales and Advertising	9	4.7	5	2.6	14	7.3
Travel	29	15.1	6	3.1	35	18.2
Arts and Crafts	32	16.7	12	6.3	44	23.0
Performing Arts	23	12.0	2	1.0	25	13.0
Health and Safety	22	11.5	4	2.1	26	13.6
Occult Sciences	18	9.4	5	2.6	23	12.0
Driving, Flight Training	22	11.5	2	1.0	24	12.5
Gardening	23	12.0	7	3.6	30	15.6
Home Decorating	26	13.5	3	1.6	29	15.1
Sewing	23	12.0	6	3.1	29	15.1
Cooking	28	14.6	1	0.5	29	15.1
Parent Education	26	13.5	3	1.6	29	15.1
Retirement Planning	17	8.9	4	2.1	21	11.0
Consumer Education	13	6.8	4	2.1	17	8.9
Architecture	11	5.7	1	0.5	12	6.2
Engineering	5	2.6	2	1.0	7	3.6
Education	18	9.4	3	1.6	21	11.0
Law	25	13.0	0	0.0	25	13.0
Nursing	18	9.4	6	3.1	24	12.5
Agriculture	8	4.2	1	0.5	9	4.7
Religion	16	8.3	6	3.1	22	11.4
History, Govt., Current Events	12	6.3	1	0.5	13	6.8
Foreign Languages	22	11.5	5	2.6	27	14.1
Science and Math	9	4.7	2	1.0	11	5.7
Psychology, Human Behavior	28	14.6	2	1.0	30	15.6
Social Sciences	7	3.6	2	1.0	9	4.6
Humanities	14	7.3	4	2.1	18	9.4
Nature Study	12	6.3	1	0.5	13	6.8
Physical Fitness	33	17.2	6	3.1	39	20.3
Sports and Games	33	17.2	7	3.6	40	20.8

Table F-25

Learning Interests: Native Americans (N=307)

SUBJECT	Interest-Not First Choice		First Choice Interest		Total With Interest	
	N	%	N	%	N	%
High School Equivalency	30	9.8	14	4.6	44	14.4
Citizenship, English Second Lang.	6	2.0	0	0.0	6	2.0
Basic Education	14	4.6	13	4.2	27	8.8
Home Repairs	60	19.5	9	2.9	69	22.4
Building Trades	45	14.7	11	3.6	56	18.3
Industrial, Technical Skills	40	13.0	14	4.6	54	17.6
Protective Services	20	6.5	6	2.0	26	8.5
Service Occupations	15	4.9	2	0.7	17	5.6
Business Skills	48	15.6	13	4.2	61	19.8
Computer Science	29	9.4	7	2.3	36	11.7
Investment	44	14.3	7	2.3	51	16.6
Management Skills	27	8.8	7	2.3	34	11.1
Sales and Advertising	19	6.2	5	1.6	24	7.8
Travel	51	16.6	9	2.9	60	19.5
Arts and Crafts	74	24.1	23	7.5	97	31.6
Performing Arts	43	14.0	7	2.3	50	16.3
Health and Safety	33	10.7	3	1.0	36	11.7
Occult Sciences	37	12.1	2	0.7	39	12.8
Driving, Flight Training	50	16.3	12	3.9	62	20.2
Gardening	63	20.5	5	1.6	68	22.1
Home Decorating	55	17.9	5	1.6	60	19.5
Sewing	50	16.3	11	3.6	61	19.9
Cooking	51	16.6	4	1.3	55	17.9
Parent Education	33	10.7	4	1.3	37	12.0
Retirement Planning	32	10.4	5	1.6	37	12.0
Consumer Education	35	11.4	4	1.3	39	12.7
Architecture	17	5.5	4	1.3	21	6.8
Engineering	19	6.2	5	1.6	24	7.8
Education	32	10.4	4	1.3	36	11.7
Law	47	15.3	8	2.6	55	17.9
Nursing	25	8.1	13	4.2	38	12.3
Agriculture	29	9.4	8	2.6	37	12.0
Religion	22	7.2	8	2.6	30	9.8
History, Govt., Current Events	26	8.5	9	2.9	35	11.4
Foreign Languages	43	14.0	1	0.3	44	14.3
Science and Math	20	6.5	2	0.7	22	7.2
Psychology, Human Behavior	44	14.3	14	4.6	58	18.9
Social Sciences	24	7.8	4	1.3	28	9.1
Humanities	30	9.8	6	2.0	36	11.8
Nature Study	48	15.6	5	1.6	53	17.2
Physical Fitness	77	25.1	5	1.6	82	26.7
Sports and Games	73	23.8	9	2.9	82	26.7

Table F-26

Learning Interests: Total Urban Sample (N=2434)

SUBJECT	Interest-Not First Choice N	%	First Choice Interest N	%	Total With Interest N	%
High School Equivalency	281	11.8	159	6.7	440	18.5
Citizenship, English as Second Language	63	2.7	14	0.6	77	3.3
Basic Education	222	9.4	51	2.1	273	11.5
Home Repairs	369	15.5	66	2.8	435	18.3
Building Trades	288	12.1	86	3.6	374	15.7
Industrial, Technical Skills	263	11.1	96	4.0	359	15.1
Protective Services	113	4.8	29	1.2	142	6.0
Service Occupations	133	5.6	24	1.0	157	6.6
Business Skills	336	14.2	130	5.5	466	19.7
Computer Science	248	10.4	35	1.5	283	11.9
Investment	290	12.2	43	1.8	333	14.0
Management Skills	279	11.8	75	3.2	354	15.0
Sales and Advertising	152	6.4	22	0.9	174	7.3
Travel	415	17.5	63	2.7	478	20.2
Arts and Crafts	509	21.4	156	6.6	665	28.0
Performing Arts	331	13.9	57	2.4	388	16.3
Health and Safety	281	11.8	20	0.8	301	12.6
Occult Sciences	198	8.3	23	1.0	221	9.3
Driving, Flight Training	273	11.5	55	2.3	328	13.8
Gardening	453	19.1	30	1.3	483	20.4
Home Decorating	479	20.2	51	2.1	530	22.3
Sewing	435	18.3	101	4.3	536	22.6
Cooking	415	17.5	35	1.5	450	19.0
Parent Education	374	15.8	46	1.9	420	17.7
Retirement Planning	180	7.6	25	1.1	205	8.7
Consumer Education	261	11.0	19	0.8	280	11.8
Architecture	89	3.7	22	0.9	111	4.6
Engineering	125	5.3	45	1.9	170	7.2
Education	244	10.3	70	2.9	314	13.2
Law	349	14.7	49	2.1	398	16.8
Nursing	160	6.7	102	4.3	262	11.0
Agriculture	96	4.0	14	0.6	110	4.6
Religion	182	7.7	26	1.1	208	8.8
History, Govt.,Current Events	208	8.8	25	1.1	233	9.9
Foreign Languages	212	13.1	37	1.6	249	14.7
Science and Math	160	6.7	22	0.9	182	7.6
Psychology, Human Behavior	425	17.9	78	3.3	503	21.2
Social Sciences	269	11.3	46	1.9	315	13.2
Humanities	325	13.7	28	1.2	353	14.9
Nature Study	230	9.7	10	0.4	240	10.1
Physical Fitness	588	24.8	52	2.2	640	27.0
Sports and Games	499	21.0	48	2.0	547	23.0

Table F-27

Learning Interests: Urban Unemployed (N=349)

SUBJECT	Interest-Not First-Choice N	Interest-Not First-Choice %	First Choice Interest N	First Choice Interest %	Total With Interest N	Total With Interest %
High School Equivalency	62	18.1	32	9.4	94	27.5
Citizenship, English as Second Language	10	2.9	4	1.2	14	4.1
Basic Education	47	13.7	8	2.3	55	16.0
Home Repairs	54	15.8	7	2.0	61	17.8
Building Trades	57	16.7	14	4.1	71	20.8
Industrial, Technical Skills	57	16.7	28	8.2	85	24.9
Protective Services	22	6.4	9	2.6	31	9.0
Service Occupations	19	5.6	4	1.2	23	6.8
Business Skills	56	16.4	32	9.4	88	25.8
Computer Science	45	13.2	3	0.9	48	14.1
Investment	50	14.6	4	1.2	54	15.8
Management Skills	40	11.7	7	2.0	47	13.7
Sales and Advertising	25	7.3	2	0.6	27	7.9
Travel	66	19.3	13	3.8	79	23.1
Arts and Crafts	68	19.9	17	5.0	85	24.9
Performing Arts	46	13.5	11	3.2	57	16.7
Health and Safety	49	14.4	3	0.9	52	15.3
Occult Sciences	29	8.5	5	1.5	34	10.0
Driving, Flight Training	64	18.7	17	5.0	81	23.7
Gardening	59	17.3	4	1.2	63	18.5
Home Decorating	53	15.5	6	1.8	59	17.3
Sewing	55	16.1	14	4.1	69	20.2
Cooking	53	15.5	6	1.8	59	17.3
Parent Education	62	18.1	7	2.0	69	20.1
Retirement Planning	27	7.9	1	0.3	28	8.2
Consumer Education	37	10.8	2	0.6	39	11.4
Architecture	14	4.1	7	2.0	21	6.1
Engineering	43	12.6	14	4.1	57	16.7
Education	38	11.1	5	1.5	43	12.6
Law	49	14.3	10	2.9	59	17.2
Nursing	22	6.4	12	3.5	34	9.9
Agriculture	13	3.8	2	0.6	15	4.4
Religion	26	7.6	5	1.5	31	9.1
History, Govt.,Current Events	29	8.5	0	0.0	29	8.5
Foreign Languages	51	14.9	4	1.2	55	16.1
Science and Math	27	7.9	4	1.2	31	9.1
Psychology, Human Behavior	65	19.0	12	3.5	77	22.5
Social Sciences	42	12.3	6	1.8	48	14.1
Humanities	35	10.2	4	1.2	39	11.4
Nature Study	32	9.4	0	0.0	32	9.4
Physical Fitness	93	27.2	5	1.5	98	28.7
Sports and Games	78	22.8	2	0.7	80	23.5

Table F-28

Learning Interests: Urban Poor (N=805)

SUBJECT	Interest-Not First Choice N	Interest-Not First Choice %	First Choice Interest N	First Choice Interest %	Total With Interest N	Total With Interest %
High School Equivalency	125	15.9	87	11.1	212	27.0
Citizenship, English as Second Language	26	3.3	8	1.0	34	4.3
Basic Education	97	12.3	24	3.1	121	15.4
Home Repairs	92	11.7	15	1.9	107	13.6
Building Trades	73	9.3	19	2.4	92	11.7
Industrial, Technical Skills	68	8.7	41	5.2	109	13.9
Protective Services	38	4.8	13	1.7	51	6.5
Service Occupations	42	5.3	11	1.4	53	6.7
Business Skills	111	14.1	56	7.1	167	21.2
Computer Science	81	10.3	8	1.0	89	11.3
Investment	66	8.4	8	1.0	74	9.4
Management Skills	68	8.7	10	1.3	78	10.0
Sales and Advertising	39	5.0	5	0.6	44	5.6
Travel	125	5.[illegible]	21	2.7	146	8.6
Arts and Crafts	147	18.7	40	5.1	187	23.8
Performing Arts	102	13.0	22	2.8	124	15.8
Health and Safety	88	11.2	4	0.5	92	11.7
Occult Sciences	60	7.6	7	0.9	67	8.5
Driving, Flight Training	88	11.2	28	3.6	116	14.8
Gardening	130	16.5	10	1.3	140	17.8
Home Decorating	137	17.4	21	2.7	158	20.1
Sewing	150	19.1	48	6.1	198	25.2
Cooking	121	15.4	12	1.5	133	16.9
Parent Education	114	14.5	16	2.0	130	16.5
Retirement Planning	38	4.8	7	0.9	45	5.7
Consumer Education	65	8.3	7	0.9	72	9.2
Architecture	29	3.7	7	0.9	36	4.6
Engineering	26	3.3	21	2.7	47	6.0
Education	60	7.6	18	2.3	78	9.9
Law	95	12.1	20	2.5	115	14.6
Nursing	66	8.4	46	5.9	112	14.3
Agriculture	29	3.7	4	0.5	33	4.2
Religion	55	7.0	12	1.5	67	8.5
History, Govt., Current Events	49	6.2	7	0.9	56	7.1
Foreign Languages	95	12.1	12	1.5	107	13.6
Science and Math	45	5.7	10	1.3	55	7.0
Psychology, Human Behavior	142	18.1	22	2.8	164	20.9
Social Sciences	89	11.3	21	2.7	110	14.0
Humanities	95	12.1	9	1.1	104	13.2
Nature Study	51	6.5	4	0.5	55	7.0
Physical Fitness	170	21.6	14	1.8	184	23.4
Sports and Games	135	17.2	14	1.8	149	19.0

Table F-29

Learning Interests: Rural Poor - Farm and Rural Only (N=331)

SUBJECT	Interest-Not First Choice N	Interest-Not First Choice %	First Choice Interest N	First Choice Interest %	Total With Interest N	Total With Interest %
High School Equivalency	32	9.8	15	4.6	47	14.4
Citizenship, English as Second Language	3	0.9	0	0.0	3	0.9
Basic Education	24	7.4	5	1.5	29	8.9
Home Repairs	62	19.0	13	4.0	75	23.0
Building Trades	49	15.0	25	7.7	74	22.7
Industrial, Technical Skills	47	14.4	19	5.8	66	20.2
Protective Services	20	6.1	5	1.5	25	7.6
Service Occupations	25	7.7	3	0.9	28	8.6
Business Skills	47	14.4	18	5.5	65	19.9
Computer Science	22	6.7	4	1.2	26	7.9
Investment	21	6.4	1	0.3	22	6.7
Management Skills	28	8.6	6	1.8	34	10.4
Sales and Advertising	18	5.5	3	0.9	21	6.4
Travel	47	14.4	5	1.5	52	15.9
Arts and Crafts	82	25.2	22	6.7	104	31.9
Performing Arts	39	12.0	4	1.2	43	13.2
Health and Safety	45	13.8	10	3.1	55	16.9
Occult Sciences	24	7.4	6	1.8	30	9.2
Driving, Flight Training	51	15.6	17	5.2	68	20.8
Gardening	73	22.4	16	4.9	89	27.3
Home Decorating	51	15.6	11	3.4	62	19.0
Sewing	63	19.3	14	4.3	77	23.6
Cooking	67	20.6	9	2.8	76	23.4
Parent Education	35	10.7	7	2.1	42	12.8
Retirement Planning	25	7.7	0	0.0	25	7.7
Consumer Education	32	9.8	2	0.6	34	0.4
Architecture	23	7.1	2	0.6	25	7.7
Engineering	24	7.4	5	1.5	29	8.9
Education	21	6.4	3	0.9	24	7.3
Law	45	13.8	1	0.3	46	14.1
Nursing	28	8.6	11	3.4	39	12.0
Agriculture	45	13.8	8	2.5	53	16.3
Religion	19	5.8	1	0.3	20	6.1
History, Govt.,Current Events	22	6.7	1	0.3	23	7.0
Foreign Languages	31	9.5	3	0.9	34	10.4
Science and Math	21	6.4	3	0.9	24	7.3
Psychology, Human Behavior	36	11.0	2	0.6	38	11.6
Social Sciences	24	7.4	4	1.2	28	8.6
Humanities	25	7.7	2	0.6	27	8.3
Nature Study	36	11.0	5	1.5	41	12.5
Physical Fitness	89	27.3	4	1.2	93	28.5
Sports and Games	69	21.2	3	0.9	72	22.1

Table F-30

Learning Interests: Rural Poor - Farm, Rural, Towns, and Villages (N=1253)

	Interest-Not First Choice		First Choice Interest		Total With Interest	
SUBJECT	N	%	N	%	N	%
High School Equivalency	115	9.3	85	6.9	200	16.2
Citizenship, English as Second Language	25	2.0	3	0.2	28	2.2
Basic Education	98	7.9	19	1.5	117	9.4
Home Repairs	180	14.6	29	2.3	209	16.9
Building Trades	152	12.3	64	5.2	216	17.5
Industrial, Technical Skills	152	12.3	64	5.2	216	17.5
Protective Services	70	5.7	14	1.1	84	6.8
Service Occupations	86	7.0	12	1.0	98	8.0
Business Skills	201	16.2	63	5.1	264	21.3
Computer Science	110	8.9	21	1.7	131	10.6
Investment	107	8.6	10	0.8	117	9.4
Management Skills	110	8.9	16	1.3	126	10.2
Sales and Advertising	72	5.8	10	0.8	82	6.6
Travel	206	16.7	18	1.5	224	18.2
Arts and Crafts	322	26.0	102	8.2	424	34.2
Performing Arts	170	13.7	26	2.1	196	15.8
Health and Safety	192	15.5	17	1.4	209	16.9
Occult Sciences	112	9.1	11	0.9	123	10.0
Driving, Flight Training	175	14.1	46	3.7	221	17.8
Gardening	229	18.5	35	2.8	264	21.3
Home Decorating	236	19.1	29	2.3	265	21.4
Sewing	266	21.5	51	4.1	317	25.6
Cooking	240	19.4	34	2.7	274	22.1
Parent Education	150	12.1	15	1.2	165	13.3
Retirement Planning	102	8.2	6	0.5	108	8.7
Consumer Education	130	10.5	6	0.5	136	11.0
Architecture	66	5.3	8	0.6	74	5.9
Engineering	75	6.1	11	0.9	86	7.0
Education	94	7.6	20	1.6	114	9.2
Law	151	12.2	12	1.0	163	13.2
Nursing	104	8.4	45	3.6	149	12.0
Agriculture	97	7.8	22	1.8	119	9.6
Religion	101	8.2	24	1.9	125	10.1
History, Govt.,Current Events	97	7.8	5	0.4	102	8.2
Foreign Languages	138	11.2	9	0.7	147	11.9
Science and Math	87	7.0	9	0.7	96	7.7
Psychology, Human Behavior	189	15.3	40	3.2	229	18.5
Social Sciences	127	10.3	19	1.5	146	11.8
Humanities	136	11.0	18	1.5	154	12.5
Nature Study	153	12.4	15	1.2	168	13.6
Physical Fitness	292	23.6	28	2.3	320	25.9
Sports and Games	248	20.0	22	1.8	270	21.8

APPENDIX G

Abstracts of Regional Reports

The information contained in this appendix is abstracted from the Working Drafts of Regional Reports prepared by writing teams during a workshop conducted at the Institute on Man and Science, Rensselaerville, New York on October 25-28, 1976. The nine regions and abstracts are as follows:

G-1	Western Region
G-2	Genesee Valley Region
G-3	Southern Tier Region
G-4	Central Region
G-5	Northern Region
G-6	Capital Region
G-7	Hudson Valley Region
G-8	Nassau Region
G-9	Suffolk Region

REGION 1 - WESTERN: SUMMARY REPORT

I. Background Information

Region 1, Western, is bordered on the north and west by Canada, Lakes Erie and Ontario and on the south by Pennsylvania; it is composed of eight counties: Erie, Niagara, Orleans, Genesee, Wyoming, Allegany, Cattaraugus, and Chautauqua. The region includes densely populated urban and suburban communities and a vast sparsely settled rural farming area. The regional population is approximately a million and a half, and most of the people live in the urban centers and suburbs of Buffalo, Niagara Falls, Lockport, North Tonawanda, and Tonawanda.

The Western Region has a wide diversity of industries. Its major manufactured products are: automobiles, tires, chemicals, plastic, steel, furniture, frozen foods and oil. This is also a rich farm area, producing large quantities of fruits, grain, vegetables and other farm commodities. However, the economy of the area is depressed. The unemployment rate of twelve percent is among the highest in the country, and fifteen percent of the families in the region have incomes below the poverty level.

The diverse needs of the dense urban and widely scattered rural populations of the region pose difficult problems for regional planning and coordination of continuing education. Clearly, the continuing education community must confront the difficult challenges of what it can do to alleviate the serious problems of unemployment and poverty in the region.

II. The Regional Surveys of the Educational Needs and Preferences of Adults and the Continuing Education Delivery System

Women were overrepresented (55.7%) in the regional sample of the population. Because of this, the high interest shown in such subject matter areas as sewing, home decorating, and gardening may be misleading. Similarly, the high proportion of respondents who indicated "home, other responsibilities" as the reason for not taking courses may be deceptive. With these exceptions noted, there were few significant differences between the findings for Region 1 and the findings for the state as a whole.

The survey of continuing education courses available through the region's three delivery systems included responses from three of the four community colleges, three of the seven BOCES, and twenty-eight of the ninety-seven school districts located in the region.

Although levels of formal education of adults within the region were below the state average, the data shows a proportionately higher participation in continuing education by adults of the region than for the state as a whole. In other categories such as learning interests, the conditions under which adults would participate in continuing education and the barriers that prevent participation, the regional data did not vary significantly from the statewide findings.

The region's three delivery systems offer numerous courses in most subject matter areas at a variety of times and places, which appear to be well suited to the needs and preferences of adults. In comparing the data from the two surveys, Population and State of the Art, it is clear that local institutions are doing a good job of scheduling continuing education classes for interested adults.

III. Recommendations

1. The Western Region offers adequate counseling services for adults but too few are aware of these services. To insure that contin-

uing education counselors understand adult needs, in-service training programs must be established. In addition, greater attention must be given to publicizing these services.

2. Few of the adults interviewed felt they had enough information about continuing education courses. High priority should be given to identifying better ways of informing people about the continuing education opportunities available.
3. Periodic regional surveys of needs should be used as the basis for future program planning.
4. The coordination of continuing education programs available through the three delivery systems must be improved.
5. Educational institutions offering continuing education courses should coordinate their activities with other community agencies.

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REGION 2 - GENESEE VALLEY: SUMMARY REPORT

I. Background Information

Region 2, the Genesee Valley, borders on the southern shore of Lake Ontario. The Rochester metropolitan area dominates the region, which includes Livingston, Monroe, Ontario, Orleans, and Wayne Counties.

Manufacturing, education and agriculture are important components of the region's economy. Major manufactured products include optical and photographic equipment and scientific instruments. The area is one of the nation's most productive agricultural regions. The Lake Ontario fruit belt is renowned for apples and tart cherries, while other sections of the region product various fruits, vegetables and field crops.

In 1970, approximately 1.1 million people lived in the region, and 64 percent of them lived in Monroe County. Moreover, two-thirds of the region's residents were city dwellers. In densely populated Monroe County, 87 percent of the people lived in urban districts, but only one of every three persons in the rest of the region was an urban dweller. Median family income in 1969 was $11,539, the highest of all upstate economic areas. Monroe County, with a median family income of $12,423 ranked fourth highest in the state and topped all other upstate counties. Only thirteen percent of the county's families earned less than $5,000.

II. The Regional Surveys of the Educational Needs and Preferences of Adults and the Continuing Education Delivery System

The educationally disadvantaged were adequately represented in the regional sample. The regional sample deviated from the 1970 U. S. Census figures, however, in two important ways. First, 17 percent of the region's population was in the age category 25 to 34, according to the general census, whereas 28.2 percent of the regional sample were in this age group. Secondly, the general census listed 91 percent of the population as White; in the sample 71.2 percent were White.

Nineteen public school districts and three BOCES responded to the survey of the delivery system, but since no community colleges were included in the sample, important data about the regional continuing education delivery system was lacking.

Generally, the regional data from the population survey conform to statewide findings. A significant number of respondents indicated they did not participate in continuing education through lack of program information. Since most of those surveyed said they received information mainly through mailings, more emphasis must be placed on developing other means of publicizing programs.

At least in the two areas surveyed (public schools and BOCES), the Genesee Valley's continuing education delivery system is serving the needs of the majority of adults. A comprehensive array of courses is offered in the region at the times and places the general population of adults prefer. To date groups such as senior citizens, women, and the handicapped have not had a significant impact on programming. Additional programming to upgrade the skills of the educationally disadvantaged and to develop the skills necessary for the job market in the metropolitan Rochester area are needed.

III. Recommendations

1. Cooperative efforts among institutions through the regional consortium for continuing education, already in existence, is our

uppermost concern. This consortium should be the chief means for coordinating the regional development of adult education.

2. Coordination among institutions to provide adequate counseling services and to inform the public about available educational opportunities requires immediate attention by each delivery system.
3. Inter-institutional cooperation in programming, in selecting and training staff, and in serving the needs of special groups, such as the educationally disadvantaged, senior citizens, and women, are actions essential to achieve the region's goals.

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REGION 3 - SOUTHERN TIER: SUMMARY REPORT

I. Background Information

Region 3, the Southern Tier, representing 15 counties, begins about 20 miles west of the Hudson River and extends for approximately 100 miles along the New York-Pennsylvania border. The region includes some of New York State's smaller cities, but is almost completely rural in character.

Farming represents the major economic component of the region. Manufacturing, centered primarily in the more heavily populated areas, includes, among others, Corning Glass Works, International Business Machines, National Cash Register, and Norwich Pharmaceuticals. The manufacturing of shoes, clothing, fishing lures, machine parts, tools and typewriters employs a large number of skilled and semi-skilled workers. Education is an important source of employment, and some smaller communities list the central school as the major employer.

The tourist industry is expected to grow steadily. However, because manufacturing plants and colleges have reduced their staffs, unemployment is severe throughout the Southern Tier and the welfare rolls are increasing. According to 1970 census figures, median family income was $6,878, and per capita income was $4,483, figures substantially below the poverty level, even for the late 1960's.

Many of the people in the Southern Tier reside in small villages or rural areas where programs are not available. To participate in continuing education programs, they must travel long distances. This is a serious impediment to participation. To make programs accessible represents a major challenge to regional adult continuing educators.

II. The Regional Surveys of the Educational Needs and Preferences of Adults and the Continuing Education Delivery System

The regional sample of adults is adequate for determining continuing education needs. However, with the large number of women interviewed, the data may be skewed. That is, the high interest indicated in such avocational interests as arts and crafts, gardening, home decorating, physical fitness, and sports and games may be misleading. The survey of the continuing education delivery system included ten public school districts, four BOCES, and three community colleges. Less than half of the total institutions in each category responded.

The general conclusion that the regional delivery systems should provide a rich and flexible schedule of vocational and avocational services to the community is supported by the data. In several areas, the region falls short of this goal.

With a high proportion of the adult population with less than a high school diploma, more offerings in the area of educational development, specifically in adult basic education and high school equivalency, are needed. In addition, literacy education programs must be provided. More vocational programs must be scheduled. For example, in the health professions, only three classes were offered in the previous fall and winter terms.

III. Recommendations

1. Program planning and development, including staff development, among all agencies involved in continuing education in the Southern Tier must be coordinated.

2. To provide for the needs of undereducated adults, the following are recommended:
   a. Design and implement a regional plan to meet the needs of undereducated adults.
   b. Provide child care services at continuing education centers.
   c. Make low cost or free transportation from low income areas available.
   d. Extend the state program of financial aid to part-time college students.
3. Institutions must cooperate to make counseling readily available to all needy adults.
4. The number and variety of regional vocational offerings must be increased immediately.
5. More effective means of informing the public about programs must be developed.
6. To encourage facilities with playing fields and gyms to offer physical education and sports activities, the formation of local recreation councils is strongly recommended.

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REGION 4 - CENTRAL: SUMMARY REPORT

I. Background Information

Region 4, Central, a six county area in central New York, encompasses the counties of Cayuga, Onondaga, Oswego, Oneida, Madison and Herkimer. The Syracuse metropolitan area with the greatest concentration of people, business, and industry is the heart of the region. Utica-Rome, on the eastern boundary of the region, comprises the second largest urban center.

Many diversified businesses and industries employ large numbers in the manufacturing of metals, chemicals, drugs, electronics, electrical power equipment, automotive products, plastics, leather, textiles, paper and beer. Also, Syracuse is considered the upstate center for banking, insurance, education, medicine and cultural activities. Recreation and retailing are major regional business activities, and several federal military installations are located in the region. Currently, the economy is healthy and expected to flourish.

Slightly more than one million people live in the Central Region, with more than 40 percent in Syracuse and its suburbs. The northern half of the region is sparsely settled. The bulk of the population is concentrated along the New York State Thruway and the Penn-Can Highway. Other important population centers are Utica, Rome, Auburn, Oswego, Fulton, and Oneida.

The regional unemployment rate is nine percent and slowly decreasing. The median income of families is slightly over $10,000 which matches the upstate and state levels. In 1969, 7.1 percent of the families in the Syracuse metropolitan area earned less than $3,000, at the same time figures for upstate and statewide were 7.4 percent and 8.2 percent respectively. Syracuse, with only 41 percent of all the families in Onondaga County, includes 64 percent of the poverty families. In addition, 98 percent of the Black families, whose incomes are below the poverty level, are Syracuse residents.

The regional demographic data suggest that more continuing education programs must be given for the growing number of senior citizens. As classrooms become vacant through the decline in elementary and secondary enrollments, this space should be converted for the use of adult education. Special attention to develop programs for rural poor, poverty level Blacks, and Native Americans in the inner city is needed.

II. The Regional Surveys of the Educational Needs and Preferences of Adults and the Continuing Education Delivery System

The regional sample included 1.7 percent Orientals; however, this does not reflect their true distribution in the region. Also, the disproportionate number of male respondents (38.7% female vs. 58.3% male) also may distort the data on course preferences and the ability to pay fees. In other respects, the sample is completely valid.

The Central Region population has a high level of interest in continuing education, but this interest is tempered by an unwillingness to pay reasonable course fees. Since continuing education classes for the general population must be supported by fees, this unwillingness to provide financial support severely limits the region's expansion of offerings.

In comparing adult learning needs and preferences to the offerings of the present delivery system, the region is, in general, providing the courses the general adult population prefers. Additionally, the classes are given at the locations and at the times preferred by respondents. Nevertheless, in some areas the delivery system is not meeting adult needs. For example, travel and performing arts are subjects in which the public expressed interest, yet very few courses are given in these fields. While 52.3 percent of the adults surveyed want courses in school buildings, it is interesting to note that 11.2 percent express a desire to have education brought into the home. These findings suggest a new frontier for adult continuing education which could be satisfied through self-paced learning, audio-visual cassettes and television. Flexibility for site and methodology are indicated here. The findings also indicate the region is not meeting the needs of the under-educated, senior citizens, and handicapped adults.

III. Recommendations

1. Regional institutional coordination among continuing education delivery systems is essential to meet the needs of adults.
2. State funding of continuing education programs is necessary.
3. More programming must be developed to meet the needs of the under-educated, senior citizens, and handicapped adults.
4. To disseminate regional information about continuing education a plan must be developed and implemented as soon as possible.
5. New learning sites and options must be initiated.

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REGION 5 - NORTHERN: SUMMARY REPORT

I. Background Information

Region 5, Northern, is composed of the six northern-most counties in the state: Franklin, Jefferson, Lewis, St. Lawrence, Clinton, and Essex. The area is predominantly rural, with three small cities, Watertown, Ogdensburg, and Plattsburg, and two villages, Massena and Malone, as the only urban centers. The population density per square mile of the region is very low; therefore,making continuing education courses accessible to adults is difficult.

The major business is tourism,with logging and related industries as second. Many people are employed in mining and dairy farming, and the local, state and federal government jobs are also vital to the region's economy.

A large percentage of the people in the region do not have a high school diploma. Additionally, the region is economically depressed with as average unemployment rate at 9.47 percent. The median family income is well below the state and national averages. Therefore, the needs of undereducated, unemployed and impoverished adults must be major concerns of the region's continuing education delivery system.

II. The Regional Surveys of the Educational Needs and Preferences of Adults and the Continuing Education Delivery System

The regional data of the population survey correspond to the statewide findings in every important category. Perhaps the only significant differences concern the distances people in Region 5 are willing to travel and the modes of transportation they utilize. The regional respondents are willing to travel longer distances, and a much smaller percentage than the rest of the state take a train or bus to get to class. These findings reinforce the point previously stated about the difficulty of making programs accessible.

For these reasons also, it is rational to conclude that many disadvantaged adults are excluded form participation.

In comparing the courses offered with the needs and preferences of the sample, regional basic adult student needs are being met. Adequate counseling services and programs specifically to meet the needs of the undereducated and senior citizens need attention.

III. Recommendations

1. Program offerings should combine career data, educational advancement, occupational counseling, and job placement opportunities.
2. Counseling programs on the needs of the disadvantaged must be scheduled.
3. To meet the needs of undereducated adults and other special groups:
    a. Classes must be scheduled so that students do not have to travel more than twenty miles to class.
    b. Institutions must coordinate efforts with such agencies as Social Services, CETA, Probation, and the Office of the Aging.
    c. The needs of senior citizens must be given special consideration.
4. To improve the staffing of continuing education programs:
    a. The personnel of local agencies, such as CETA counselors must be used to supplement staff.
    b. A regional resource file of potential staff must be developed.
    c. The State Education Department must coordinate training for Adult Basic Education, High School Equivalency, and general continuing education staff.

   d. The State University must give priority to training adult educators.

5. Guidance services for adults must be expanded by initiating courses in group counseling, on career education, and employment advisement.
6. Curriculum development for those adults seeking to attain the minimum requirements for jobs must be extended.
7. The importance of continuing education to the industrial and business community must be stressed. Training programs for business and industry ought to be provided by the regional educational institutions.
8. To coordinate the continuing education efforts of all the institutions in the region, a regional coordinator should be appointed.

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REGION 6 - CAPITAL: SUMMARY REPORT

I. Background Information

Region 6, the Capital District, is located in the east central section of New York State and includes all of the following counties: Greene, Columbia, Albany, Rensselaer, Schenectady, Washington, Warren, Saratoga, Schoharie, and Hamilton. Parts of Otsego, Delaware, Fulton, and Montgomery Counties are also included.

The urban center of the region is located close to the confluence of the Mohawk and Hudson Rivers, and the major transportation and commercial activities follow the lines of the two rivers. The region's manufacturers include food production in Canajoharie, carpets in Amsterdam, toys and gloves in Gloversville, electrical equipment in Schenectady, wood and paper products on the Hudson to the north, and cement and silicones in the south.

Manufacturing is not the major source of employment. Farming is the main pursuit of the rural population, and most of the workers in the densely populated urban center of the region are employed in service occupations. The state government in Albany and its attendent cluster of banks, insurance companies, educational institutions, law firms, and hospitals provide employment to large numbers of people living in the urban and suburban communities of the tri-city area of Albany, Schenectady, and Troy.

According to 1970 census figures, the adult population of the region, 16 years and older, numbers around 600,000. The tri-city area has the greatest concentration of people with a small agricultural population occupying the rolling farmland in the western section. The northern counties are also very sparsely populated.

Unemployment ranges from about 8 percent in the tri-cities to almost

16 percent in the rural areas and in the areas where industries have shut down and left the state. Throughout the counties of the region welfare rolls have been expanding. Resulting from the lack of education and limited occupational opportunities, welfare has become the way of life for many inner city and rural residents.

The regional population is declining because of the dwindling birth rate and the lack of job opportunities to attract new residents, and probably will continue this trend.

II. The Regional Surveys of the Educational Needs and Preference of Adults and the Continuing Education Delivery System

Generally, the sample of adults responding to the population survey was representative of the regional adult population. Sixty-one percent of the adults sampled indicated their last continuing education course was job-related. Their second reason for course choice was personal enjoyment. These findings concur almost exactly with the statewide data.

There seems to be an excellent match between what people said they wanted and what was offered in the Capital Region. Nevertheless, the delivery system can be improved in a few areas. Respondents expressed interests in subjects not currently offered regionally, for example, gardening, home decorating, cooking, travel and psychology. The daytime hours are under-utilized and if those courses are offered during the day, additional students may be served.

At the present time there is insufficient information about some important regional concerns. For example, to determine the effectiveness of the current delivery systems, more data on target groups such as the educationally and economically disadvantaged, senior citizens and handicapped adults is required.

III. Recommendations

1. As space becomes available through declining school enrollments, these surplus school buildings should be refurbished for continuing education programs.
2. The great interest expressed in arts and crafts requires more advanced courses in these fields.
3. The needs of uneducated adults demand increasing attention.
4. Every institution should adopt mailings as the primary method of informing potential students about programs. For those who speak foreign languages and for undereducated adults, information should be provided through community organizations and radio and television.
5. The use of cable television as a medium for continuing education should be thoroughly investigated.
6. Continuing education programs should be planned in cooperation with the major employers in the region.

Region 6 - Capital
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REGION 7 - HUDSON VALLEY: SUMMARY REPORT

I. Background Information

Region 7, Hudson Valley, extends for about seventy miles north of New York City. The seven counties of the region form a corridor on both sides of the Hudson River. Dutchess, Putnam, and Westchester are located on the east side, and Ulster, Sullivan, Orange, and Rockland Counties on the west side of the river.

Most of the workers in the region are employed in manufacturing, wholesale/retail trade, and professional/technical occupations. Agriculture, once the mainstay of the area, accounted for less than three percent of the employed workers in 1970.

In 1970, regional population was 1,818,778, with almost half the people living in Westchester county. According to the definition of the census bureau, nearly three-fourths (74.5%) of the people in the region live in urban areas. Nearly all of Rockland County's residents (96.2%) live in urban communities, and the percentages for the other counties are: Westchester (93.8%), Orange (51.1%), Dutchess (42.8%), Putnam (38.8%), Ulster (37.5%), and Sullivan (19.6%).

In 1975, the unemployment rate for the region reached 9.1 percent. The region is characterized by a wide range in family income, and the range from poverty to great wealth is greatest in Westchester County. In 1969, Westchester, with a median family income of $13,784, ranked first in the region and thirteenth in the nation. In contrast, Sullivan County, which had the lowest median family income in the region, ranked 665th in the country ($8,893).

With the density of population and availability of public transportation, there should be few problems in providing readily accessible continuing education programs. Still there are sparsely populated areas where transporcation is difficult, and to make needed adult education opportunities available, local continuing education centers must be established.

Owing to the large number of women employed in the region's work force, occupational education programs must be geared to women as well as men. The region also has a relatively high percentage of Hispanic residents, indicating a need to expand instruction in English as a second language.

II. The Regional Surveys of the Educational Needs and Preferences of Adults and the Continuing Education Delivery System

The regional sample appears to be adequate in every category. The sample was consistent not only with the statewide sample, but also with the data from the 1970 census. The survey of the regional continuing education delivery system included twenty of the fifty-four public school systems, three of the seven BOCES, and one of the six community colleges in the region.

The data indicate the need for greater flexibility in scheduling classes to insure sufficient range and variety in the times and places courses are made available. For example, far fewer courses are offered in the region in the summer and during the day when people appear to be willing to take them. A strong effort should be made to schedule classes during the summer and in the mornings and afternoons. To satisfy other expressed interests, more classes might also be given on Friday, Saturday and Sunday.

In comparing the needs and preferences of adults with the survey of the delivery system, it is clear that more courses should be given in nursing, sports and games, home decorating, home repairs and cooking. More courses also need to be provided in gardening, travel, performing arts, humanities and foreign languages.

III. Recommendations

1. Fees for courses need to be geared to students' ability to pay.
2. The costs of books and equipment prevent many people from taking continuing education courses. Efforts must be made to seek state funds to help defray some of these costs.
3. Because of the overwhelming preference of adults to drive their own vehicles to classes, the availability of sufficient parking space must be a prime consideration in the selection of class sites.
4. Much more needs to be done to inform adults about continuing education programs. The greatest number of the people surveyed preferred to receive information in the mail, and mailed notices should be the principle means of providing information. However, the survey also showed that people in lower income brackets can best be reached by radio and television, therefore, these media cannot be neglected.
5. Counseling services are inadequate, and must be expanded to meet the needs of adults in the region.

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REGION 8 - NASSAU: SUMMARY REPORT

I. Background Information

Region 8, Nassau County, is located east of New York City on Long Island. The region is about 300 square miles in area, and this relatively small area contains a population of 1,671,000. The region has been a center for publishing, electronics and aerospace. The publishing business is stable, but the electronics and aerospace industries are declining in importance.

The number of people employed in service industries and office occupations, particularly in the public utilities, banking, and health fields, has been steadily increasing. Regional unemployment has been at a level slightly below the state average and considerably lower than the rate in New York City, its neighbor to the west. While family income is well above the average for most other parts of the state, the range of income is very broad with many families at incomes below the poverty level.

The population is changing from one in which young families with children predominated to one with increasing numbers of middle aged and older people. School districts are hereby being faced with the problems of declining enrollments and the necessity of closing schools. A considerable influx of immigrants from many different parts of the world has altered the nature of the population.

Eighteen percent of the population have less than a high school education, and many of these are functionally illiterate. Current trends indicate continued growth of the economically and educationlly disadvantaged groups, as well as the continued growth of the aging population. The regional demographic data indicate the need for suitable programs for these three distinct population groups. English as a second language and high school equivalency preparation program needs are also indicated. The changeover from production to clerical and service occupations will require training programs to enable unemployed workers to acquire new marketable skills.

II. The Regional Surveys of the Educational Needs and Preferences of Adults and the Continuing Education Delivery System

The regional sample for the survey of needs and preferences accurately depicts the adult population. The survey of the delivery system includes the BOCES and public school systems. Nassau Community College, the only community college in the region, did not respond to the survey.

The findings of these surveys support the general conclusion that the regional delivery system is providing classes at the times and locations preferred by the majority of the people surveyed. However, there is a need for more daytime, weekend, spring and summer classes which is not being met.

III. Recommendations

1. The public schools phased out because of declining enrollments need to be converted to continuing education centers.
2. More educational and vocational counseling with counselors trained to understand adult needs and life styles must be provided.
3. More classes should be scheduled during the day, on weekends and in the summer.
4. More courses in English as a second language are required for the immigrants in the region.
5. Cooperative regional programs for handicapped adults are needed.
6. Child care must be provided for parents attending daytime classes, and classes for both parents and children should be scheduled at the same times and locations.

7. To make the best use of all available space, a regional survey of continuing education facilities should be made.
8. Since BOCES programs are not familiar to the general public, the regional BOCES should make intensive use of mailings, the identified best means of informing the public about programs, to present more widespread visibility to their offerings.

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REGION 9 - SUFFOLK: SUMMARY REPORT

I. Background Information

Region 9, Suffolk County, is located on the eastern end of Long Island. Of the sixty-two counties in New York State, Suffolk ranks sixth in population. According to the definition of the United States Census Bureau, there are no cities in the region; rather, the county is divided into ten townships.

The five western towns are the more densely populated, while the five eastern towns are more given over to farming and seaside resorts. Since there is little local industry, many people in the five western towns commute to New York City for employment. Generally speaking, the western part of the region is a middle income area; the rural eastern sections contain many low income and poverty areas.

However, a few important industries are located in the region. The largest employers in the county are: Grumman Aerospace, Long Island Lighting Company, Waldbaum's, Arthur Davis, Inc., Instruments Systems Corporation, Allen Group, Inc., Pickwich International, and Triangle Pacific. Truck farming is very important to the region's economy, and Suffolk County ranks second in the nation for potato farming. A small maritime industry supplies shellfish to local restaurants and New York City.

A number of major highways serve the region, providing the major means of transportation; therefore most people travel by private automobile.

The character of the region's population is changing in regard to age; the region has already changed from essentially youthful to middle-aged. Through a continuing influx of minorities, particularly Black and Hispanic migrant farm laborers, the nature of the population is also changing.

II. Recommendations

1. Regional programs for undereducated adults and other special groups should be coordinated with the State Department of Labor and Social Service and other community service organizations.
2. To meet some specific adult needs, classes must be scheduled during the day.
3. More attention must be given to conducting classes in local community facilities.
4. Because of the growing Hispanic population in the region, there is a need for more bilingual programming and promotional activities.
5. Much more must be done to provide for the needs of handicapped adults. To improve services to the handicapped in the region should be a priority for study and action.
6. A plan for regional coordination of facilities and program publicity must be developed.
7. Counseling service for adults must be expanded.

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